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ABSTRACT

As a function of Des Moines, Iowa's, planning and management system for improving educational services through coordinated, continuous planning and evaluation at all levels from superintendent to classroom teacher, this report measures the success of district administration and individual schools in achieving stated objectives for 1982-83. Five board-determined goals are included in a related document. Division and departmental objectives toward realizing these goals are listed here, accompanied by brief summaries of progress made. The same format is used to assess achievement of building objectives by each school. An annual financial statement for the district operating fund is appended. (MJL)

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EA 016 460

E D U C A T I O N A L G O A L S A N D R E S U L T S

1982-83

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
1800 GRAND AVENUE
DES MOINES, IA 50307

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Superintendent of Schools
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Dr. E. Keith Hyde
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Services
Mr. Earl Bridgewater
Executive Director, Personnel

Dr. Morris D. Wilson
Director, Evaluation and Research

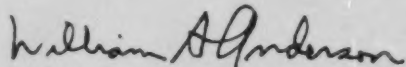
Mr. Robert Baldwin
Director, Public Information

AUGUST, 1983

"A LOOK BACK"

The Des Moines Independent Community School District is using a planning and management system to improve the educational services offered to students. This process enables the district on a yearly basis to determine our most pressing educational needs, plan ways to meet those needs, and evaluate our success in accomplishing our plan. This continuous process involves looking ahead to make the best use of our efforts and resources in the coming year as well as looking back to assess our results in the previous year. This report covers the results of our stated goals and objectives for the previous year of 1982-83. A separate report covers the proposed goals and objectives for the coming 1983-84 school year. This planning and management model provides a framework to coordinate all elements of our system from the classroom teacher to the superintendent toward the attainment of our most important goals. It is hoped that this will assure that our system is responsive to the needs of the children in our schools by providing opportunities for the School Board, central administration, building administration, staff, and student and parent representatives on the building advisory committees to participate in the setting of priorities for this district.

The attached material attempts to define the progress made this past year in accomplishing the five Board-determined goals by each department and building in the district. The 1982-83 school year was an effective educational year for children due in part to this planning/management system. Someone has said that the only three things certain about the future are that: it will not be like the past, it will not be like we think it is going to be, and it will be here before we are ready for it. Urban education is subject to many changing conditions and problems, but it is hoped that this process will minimize the degree of surprise or lack of preparation on the part of this district.



William A. Anderson, Ed. D.
Superintendent of Schools

DIVISION AND DEPARTMENTAL OBJECTIVES

1982-83

Goal 1

- A. The Assistant Superintendent for Instruction working with the Directors of the Instructional Division will, during the 1982-83 school year, determine all support service needs for the K-5 elementary school and transitional school structures, as documented by a description of program needs on file in the Assistant Superintendent's office.

RESPONSE:

The instructional division directors have worked with the Assistant Superintendent for Instruction and have determined and provided for support service needs for the K-5 and transitional school organizations in preparation for successful implementation in August, 1983, as evidenced by plans on file in the Assistant Superintendent for Instruction's office.

- B. The Executive Director of Secondary Education, with the assistance of the Director of Curriculum and the Director of Special Education, shall assist the principals of each secondary school to develop a five year plan proposing the future direction of the instructional, guidance and other support programs, as documented by the written plans on file with the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

The Executive Director of Secondary Education, with the assistance of the Director of Curriculum and the Director of Special Education, has assisted the principals of secondary schools to develop a five year plan proposing the future direction of the instructional, guidance and other support programs during the 1982-83 school year. Written reports are on file in the Executive Director of Secondary Education's office.

- C. The Executive Director of Educational Services will coordinate a study of the need to provide testing or other assessment plans to measure academic achievement of pupils in special programs. Programs to be studied include, but are not limited to:

Special Education (all programs)
English as a Second Language
Talented and Gifted
Douglass Learning Center

Where need for assessment can be shown, plans will be developed and implemented. A composite report of these plans and activities will be presented to the Instructional Division staff no later than May 30, 1983.

RESPONSE:

The Director of Educational Services, assisted by the Directors of Evaluation and Research and Special Education, has conducted discussion meetings with appropriate personnel who are associated with Special Education, English as a Second Language, Talented and Gifted Programs and the Douglass Learning Center and have made determinations about the testing programs used for pupils in those programs and have prepared recommendations for the testing of these specialized populations. The final draft of the special education section was prepared in May and will be presented to the instructional directors.

- D. The Executive Director of Educational Services will coordinate a feasibility study of the expanded use of data processing to enhance the support services of the district. The Director of Evaluation and Research will work in concert with the Executive Director of Educational Services to produce a needs statement and action plan to be discussed by the Superintendent's Cabinet by December 15, 1982.

RESPONSE:

Plans for completing this objective have been modified as a result of discussion of the district computer use committee and during the planning of the 1983-84 budget. It became apparent from these two activities that it was necessary to expand the scope of study to meet a broader district need of incorporating several technologies along with the use of computers. Phase one of this planning will be the conduct of a review by an external agency to make recommendations with respect to the use of technology in the district to improve instruction, administration and intra-school communication. This study has been approved by the Board of Directors and will start in June, 1983.

- E. The Director of Special Education, in conjunction with the Director of Curriculum, will develop a curriculum guide for special education learning disabilities classes that coordinates the content of classes at the same age or grade level and provides a developmental sequence at appropriate grade levels. This effort will be documented by a final copy of the curriculum guide, which will be submitted to the Assistant Superintendent for Instruction by May 30, 1983.

RESPONSE:

A task force of teachers and consultants wrote specific guidelines for the L.D. self-contained curriculum. A copy of the guidelines was submitted to the Assistant Superintendent for Instruction on May 12, 1983.

- F. The Supervisor of Guidance will develop and implement a program plan during the 1982-83 school year which will specify that at least 80 percent of school counselors' time will be used to provide direct services to pupils. The plan will be presented to the Instructional Division cabinet for ratification and school counselors will develop work programs that are consistent with the objectives of the plan. Department of Evaluation and Research personnel will provide technical assistance for the planning and an evaluation plan for 1983-84.

RESPONSE:

The position of Supervisor of Guidance, Counseling and Testing was vacated in August, 1983. The position was filled November 17 when the new supervisor reported to work. This goal has since been partially modified. School counselors did develop work plans for 1982-83 designed to meet this goal. The work plans are on file in the Guidance Office and in individual buildings. The Department of Evaluation and Research gathered baseline data during the second semester of 1982-83 and is currently preparing the statistical report to be presented by this fall. Evaluation plans for 1983-84 are complete. The plan for increasing the percentage of time counselors spend providing direct services to pupils will be developed and implemented on the basis of the findings of the evaluation of guidance and counseling at the end of the 1983-84 school year.

- G. The Director of Evaluation and Research shall provide research support to the district's guidance and counseling program, during the 1982-83 school year on a formative basis, with a written summative evaluation report to be prepared and disseminated no later than August 31, 1984.

RESPONSE:

A counselor's time-usage survey was conducted during 1982-83. An evaluation design for the district's guidance and counseling program was written and approved. The plan includes: an assessment of elementary counseling, student reactions, case studies and parental concerns. Data will be collected during 1983-84 and the report completed by August 31, 1984, as specified.

- H. The Coordinator of Office Services shall designate two central office departments to utilize the Word Processing Center for all applicable typing assignments by December 1, 1982, as documented by a list of users of the Word Processing Center.

RESPONSE:

The position of Coordinator of Office Services has been eliminated. Responsibility for the Word Processing Center remained a part of Administrative Services until January, 1983. At that time, the supervision again became the responsibility of the former Coordinator of Office Services who currently is a Personnel Specialist in the Personnel Department. The primary central office departments designed as utilizing the services of the Word Processing Center extensively are the Curriculum Department, Evaluation Department, New Horizons Program, and the Purchasing Department.

- I. The Director of Food Service shall evaluate the individual food service programs, both current and alternative models, and recommend program implementation for each school for the 1983-84 school year by March 1, 1983, as documented by the written recommendations.

RESPONSE:

Garton and Phillips Elementary Schools will be closed as production kitchens at the end of the 1982-83 school year due to declining enrollments resulting in lower participation. Food service will be provided to these buildings as modified satellites from Goodrell. Food service programs in all other buildings will remain the same for 1983-84.

- J. The Executive Director of Personnel shall assist in determining future professional personnel needs of the school program by conducting an analysis of professional employee certification, approval and endorsements by employee age and anticipated date of employee retirement, by August 1, 1982, as documented by the analysis on file with the Superintendent.

RESPONSE:

A computer program is being designed which will allow a "certification by age" document to be generated. This document will provide a means to make predications as far as areas of future need.

- K. The Director of Intercultural Programs, consistent with proposal funding announcements and deadlines during 1982-83, with the assistance of the Instructional Services Department and other departments, will develop and submit applications supporting alternative education programs, as documented by copies of the applications on file in the Office of the Assistant Superintendent for Instruction.

RESPONSE:

Applications consistent with preproposal announcements have been submitted to the Department of Education, Washington, DC; the State Department of Public Instruction, Des Moines, IA; the Ford Foundation, New York, NY; the Region V Department of Education, Chicago, IL; the National Endowment of the Arts, Washington, DC; and several local foundations. The funding priorities and requests were reviewed by the instructional directors and copies are on file in the Office of Intercultural Programs and the Office of the Assistant Superintendent for Instruction.

Goal 2

- A. During the 1982-83 school year, the Assistant Superintendent for Instruction, with the assistance of the Instructional Division Directors, will develop plans to improve the level of support and understanding of elementary and secondary school programs, as documented by a description of the plan on file in the Assistant Superintendent's office.

RESPONSE:

The Assistant Superintendent for Instruction, with the assistance of division directors, has developed plans to improve the level of understanding and support by the public, as evidenced by descriptions of the plans on file with the Assistant Superintendent for Instruction.

- B. The Executive Director of Secondary Education, with the assistance of building principals, shall develop plans to improve the level of understanding and support by the public, as documented by descriptions of the plans on file with the Executive Director of Secondary Education by January 31, 1983.

RESPONSE:

The Executive Director of Secondary Education, with the assistance of building principals, has developed plans to improve the level of understanding and support by the public, as documented by descriptions of the plans on file with the Executive Director of Secondary Education.

- C. The Executive Director of Elementary Education, with the assistance of principals, will develop prior to October 1, 1982, and make available to the public during the remainder of the 1982-83 school year, presentations relative to a K-5 program, support services to students, alternative schools available to parents and classroom instruction in Des Moines schools, as documented by a description of each presentation on file in the elementary department.

RESPONSE:

The four (4) presentations were developed during the 1982-83 school year and made available to principals for use with the public. The alternative schools presentation was completed prior to October 1, 1982, and the three remaining were completed later.

- D. Each curriculum staff member will consistently promote and foster positive images of students, teachers and educational programs in each contact with teacher groups during the 1982-83 school year, as documented by anecdotal comments included in the monthly reports to the Director of Curriculum.

RESPONSE:

Anecdotal comments verified that the Curriculum staff has done a commendable job in fostering a positive feeling of support for students, teachers and our educational program through their positive verbal and written communication.

- E. The Executive Director of Educational Services will coordinate the preparation of narrative descriptions of the services delivered by the Educational Services Division. The items will be prepared and submitted to the Director of Public Information as needed for publication but no later than April 15, 1983.

RESPONSE:

Narrative descriptions of the broad array of services offered by Special Education have been submitted to the Director of Public Information. Additional information for Evaluation and Research, Pupil Accounting and Records Services, and School Guidance Services is being prepared and will be submitted when it is completed.

- F. The Director of Public Information will write a series of public service radio announcements on the services and accomplishments of the Des Moines public schools, based on information supplied by personnel of the instructional, educational services and administrative services divisions. The announcements will be written by October 1, 1982, and sent to all radio stations in the greater Des Moines metropolitan area, as documented by copies of the announcements and letters of transmittal on file in the Office of Public Information.

RESPONSE:

The radio announcements were not written because information was not provided by departments. Efforts, therefore, were directed toward production of television announcements promoting "Salute to Public Education" and the Des Moines Public Schools. The television announcements featured former Governor Robert Ray.

- G. The Director of Public Information will supervise planning and coordinate a "Salute to Education" in the Des Moines school district to be held in April, 1983, as documented by plans and a report of activities on file in the Office of Public Information.

RESPONSE:

The weeklong "Salute to Public Education" was held the week of April 11-17 with activities occurring in school buildings, at downtown businesses and the Locust Mall and on April 16-17 at Merle Hay and South Ridge malls. The Director of Public Information served as chairperson of the steering committee which planned and coordinated the activities.

- H. The Director of Intercultural Programs, with the assistance of the Instructional Services Department, will support an improved level of understanding of the Des Moines Independent Community School District in contact with students, teachers, administrators and community groups during the 1982-83 school year, as documented by reports on file in the Office of Intercultural Programs.

RESPONSE:

During the past school year efforts were made to increase the district's contact with parent groups, legislative representatives, congressional representatives and the corporate community in the greater Des Moines area.

Monthly meetings were scheduled with legislative representatives from Polk County during the legislative session. Board and administrative representatives from the Des Moines schools and the surrounding communities were involved in these monthly meetings.

Meetings were scheduled and held with Senators Grassley and Jepsen during the past year. Des Moines board and administrative representatives along with board and administrative representatives from the surrounding school districts participated in two information meetings with two of our congressional representatives.

The Board of Directors and administrative representatives will be meeting with the City Council and staff representatives on two occasions during the school year to discuss concerns of interest to the City of Des Moines and the Des Moines Independent Community School District. The first meeting was held in March, 1983, and proved to be a much needed forum for joint-planning and dialogue.

Goal 3

- A. During the 1982-83 school year, the Assistant Superintendent for Instruction, with the cooperation of Instructional Division Directors, will develop curriculum assessment instruments and monitoring systems to determine student achievement and effective use of staff and student time, as documented by the instruments and a description of the monitoring system on file in the Assistant Superintendent's office.

RESPONSE:

The Curriculum Department assisted in the accomplishment of this goal by providing several methods for teachers to "map" their curriculum. Training was provided to building principals. The teachers' organization rejected this process as being too demanding.

The intent to provide systems to monitor student achievement and effective use of student and staff time will be completed during the 1983-84 school year. Filmstrips have been made, study booklets developed, inservice prepared, and a pilot conducted.

Supervisors provided building staffs with results and suggestions for instructional improvements on the Iowa Tests of Basic Skills, Iowa Tests of Educational Development, and our district objectives based tests.

- B. The Director of Curriculum, with the assistance of the curriculum staff, will complete the development of measurable educational objectives for all appropriate programs by July, 1984, as documented by the lists of objectives for each program on file in the director's office.

RESPONSE:

Progress toward this two-year objective is on schedule. As objectives are written, textbooks are selected and tests are developed.

- C. The Supervisor of Guidance and Counseling, in conjunction with the Director of Special Education and the Director of Evaluation and Research, shall study the need for the implementation of standardized achievement or criterion-referenced measures to assess the yearly academic growth of special education students. This effort will be documented by a final report submitted to the Assistant Superintendent for Instruction by May 30, 1983.

RESPONSE:

The study and plan for implementation of standardized achievement and criterion-referenced testing to assess the yearly academic growth of special education students has been prepared and submitted. The Coordinator of Psychologists chaired the committee. The Supervisor of Guidance and Counseling, Director of Special Education, and the Director of Evaluation and Research served on the committee. The plan is on file in the Office of the Executive Director of Educational Services.

- D. By the end of the first semester of the 1982-83 school year, the Director of Special Education will conduct a districtwide staff development program which will provide special education instructional staff with an opportunity to improve their on-task and instructional effectiveness. A list of participants as well as the results of a survey, designed to evaluate the effectiveness of the staff development program, will be submitted to the Assistant Superintendent for Instruction by May 30, 1983, as documentation.

RESPONSE:

An inservice package on how to improve on-task-time and instructional effectiveness, which included pre and posttests, an instructional videotape, and instructional activity booklets, was developed and used with teachers targeted as needing extra assistance in this area.

- E. The Supervisor of Guidance, in conjunction with the counselors, will develop and implement a program plan during the 1982-83 school year to provide study skills information to secondary students and staff. The program will be completed and documented in each school by May 27, 1983.

RESPONSE:

School counselors developed and implemented plans to provide study skills information to secondary students and staff. Those plans and reports are on file in the guidance office and in individual buildings.

- F. The Director of Evaluation and Research shall develop a computer-based student achievement monitoring, recordkeeping and reporting system, by August 1, 1983, as documented by a demonstration of the system to the Superintendent's Cabinet during August, 1983.

RESPONSE:

A test data base storing total test scores and subtest scores will be ready by August 1. The ability to call up individual test information on a terminal should be ready at that time. There will also be a hard copy report ready for the schools by September.

- G. The Director of Evaluation and Research, with assistance from the Curriculum Department, shall develop and/or expand existing criterion-referenced testing programs to measure student achievement of district curriculum objectives in mathematics, reading and language arts, by September 1, 1983, as documented by the developed tests.

RESPONSE:

Revisions in criterion-referenced tests were necessitated by the K-5, 6-8, 9-12 organizational change and the accompanying curriculum changes. Thirteen revised tests were piloted in spring, 1983, and twenty-five will be piloted in spring, 1984. Two test forms are being developed for all revised senior high school tests (9-12).

- H. The Director of Evaluation and Research shall develop a series of written reports and presentations to provide district teaching and administrative staff information relative to the outcomes of the district's Time on Task study, by January 1, 1983, as documented by copies of the reports or presentations on file in the Department of Evaluation and Research.

RESPONSE:

Three filmstrip/tape presentations, with accompanying workbooks, a printed final report, and a summary of eleven major findings have been prepared. The Curriculum Department is currently considering appropriate methods for dissemination of the findings to buildings.

- I. The Director of Evaluation and Research shall develop instruments to enable teachers to make a self-analysis of their use of classroom time, by January 1, 1983, as documented by copies of the instruments and a record of their distribution and use.

RESPONSE:

A tentative instrument was prepared; however, it was determined that no action should be taken regarding its use until teachers have reviewed the findings from the Time on Task study.

- J. The Director of Intercultural Programs, with the assistance of the Instructional Services Department, will implement during the 1982-83 school year, a program designed to improve student discipline, parent involvement and building climate in selected schools, as documented by program agendas on file with the Assistant Superintendent for Instruction.

RESPONSE:

Through the Instructional Division, a school climate program has been implemented in the elementary and secondary schools. East and Roosevelt High Schools, Harding Junior High School, Phillips Traditional School and Windsor Elementary School have been involved in a concentrated school climate program with consultants from Research and Service Institute, Inc., Nashville, Tennessee.

Four senior high schools and two junior high schools have participated in a year long, preventive, alcohol and drug abuse program. East, Roosevelt, Lincoln and Hoover High Schools and Callanan and Meredith Junior High Schools have been involved in this preventive model which has as one of its primary focuses, school climate.

The district has continued its support of the Students in Leadership Program which includes eight student representatives and at least one faculty representative from each of the six high schools. The year long program provides individual students an opportunity to expand their leadership qualities with students from the other high schools. In addition, the students are afforded an opportunity to share their leadership training experiences with students from around the country in the National Leadership Conference which is held annually during the summer.

Goal 4

- A. During the 1982-83 school year, the Assistant Superintendent for Instruction, working with the Directors of the Instructional Division, will provide adequate supervisory and inservice support to implement a K-5, 6-8 and 9-12 program, as documented by a description of activities conducted on file in the Assistant Superintendent's office.

RESPONSE:

During the 1982-83 school year, the Assistant Superintendent for Instruction and division directors have provided very adequate supervisory and inservice support for the successful implementation of K-5, 6-8, 9-12 program, as documented by a description of activities on file in the Office of the Assistant Superintendent for Instruction.

- B. The Director of Evaluation and Research shall provide research support for the Title I Computer Assisted Instruction program, throughout the 1982-83 school year on a formative basis, with a summative evaluation report to be prepared and disseminated by August 31, 1984.

RESPONSE:

The Chapter I staff have not initiated a computer assisted program and, therefore, there was no need to provide research or evaluation support.

- C. The Executive Director of Personnel, working cooperatively with the Instructional and Administrative Services divisions, shall plan and initiate staff development activities to improve the competency of principals and other supervisory personnel in evaluating administrative personnel, by August 1, 1982, as documented by the plan on file with the Superintendent.

RESPONSE:

Staff development activities for administrators who evaluate administrators were conducted on the following dates: October 28, 1982; March 28, 1983; and May 2, 1983. The purpose of the first workshop was orientation; the second focused on reviewing guidelines for evaluation; the third was centered on writing the summative evaluation. This training was provided by a cadre composed of district and Iowa State University personnel.

- D. The Executive Director of Personnel shall review the evaluation procedures and instruments for the evaluation of administrative staff and shall recommend revisions, where warranted, to the Superintendent by November 1, 1982, as documented by a written recommendation on file with the Superintendent.

RESPONSE:

The evaluation instrument and the procedures for its use have been implemented for the 1982-83 school year. The revisions have been substantial and allow the system to parallel the teacher evaluation, but reflect the differences between the two job roles.

- E. The Controller, with the assistance of two high school principals, shall implement the centralized accounting of student activity and athletic funds by July 1, 1982, as documented by the monthly printouts.

RESPONSE:

Centralized accounting of student activity and athletic funds for Hoover High School and Lincoln High School commenced July 1, 1982, and is now operational. All six senior high schools and all but three transitional middle schools are operating under the central computerized accounting system.

- F. The Director of Food Service shall develop a method of using the computerized data bank to retrieve information about the use of commodities, projected purchasing requirements and price comparisons, to be used as a part of the management tool to manage the food service operation, by March 1, 1983, as documented by the retrieved information on file.

RESPONSE:

Not completed. Janice Dudley attended a seminar relative to computer food service use during summer 1982. Mrs. Dudley retired December, 1982. A new Supervisor of Food Service was not hired until May 9, 1983. This goal will be worked on during 1983-84.

- G. The purchasing agent and management personnel in the Purchasing Department shall process bids for the purchase of needed supplies, equipment, furnishings and other items to assist building principals, as evidenced by bids presented to the Board of Directors for approval by June 30, 1983.

RESPONSE:

The Purchasing Department management staff has processed bids and quotes in accordance with the Purchasing Calendar, as evidenced by the information found in the Board agenda and other Purchasing Department records.

- H. During the 1982-83 school year, the Director of Intercultural Programs, with the assistance of the Instructional Services Department, will develop activities designed to facilitate the implementation of District changes, as evidenced by copies of programs on file with the Assistant Superintendent for Instruction.

RESPONSE:

Activities supporting the Central Campus Program, the School Facilities Study Committee, the Alternative Schools Study Committee (secondary) and the Edmunds-Jefferson Joint Facilities Study Committee have been designed in conjunction with the Assistant Superintendent for Instruction and the Instruction Division directors. Additional support for the district's organizational changes in the elementary schools, K-5; the transitional schools, 6-8; and the high schools, 9-12; has been furnished.

Goal 5

- A. During the 1982-83 school year, the Assistant Superintendent for Instruction, with the assistance of Division Directors, will prepare plans to implement vocational/technical and transitional schools, as documented by a description of the plan on file in the Assistant Superintendent's office.

RESPONSE:

The Assistant Superintendent for Instruction, with the assistance of Division Directors, developed plans for implementation of vocational/technical and transitional schools. Plans are on file in the Office of the Assistant Superintendent for Instruction.

- b. The Executive Director of Secondary Education, with the assistance of the Director of Curriculum, shall develop detailed plans for the new delivery system for vocational/technical education and the transitional schools, as documented by the written plans on file with the Executive Director of Secondary Education by January 31, 1983.

RESPONSE:

The Executive Director of Secondary Education, with the assistance of the Director of Curriculum, has developed detailed plans for the new delivery system for vocational/technical education and transitional schools, as documented by the written plans on file with the Executive Director of Secondary Education.

- C. The Director of Curriculum, with the assistance of the curriculum staff, will utilize committee recommendations to develop coordinated curriculum for the K-5 transitional and the vocational/technical program, by June, 1983, as documented by a copy of the curriculum plans.

RESPONSE:

The curriculum staff has developed curriculum for the K-5 transitional and vocational/technical programs. Course outlines, objectives, and resource materials are ready for implementation in the fall of 1983.

- D. The Executive Director of Educational Services will coordinate activities needed to complete a preliminary plan to provide the necessary educational support services to students at the Resource Center. A written plan will be submitted to the Superintendent by the Executive Director and the Assistant Superintendent for Instruction by May 30, 1983.

RESPONSE:

Supervisor of Guidance and Counseling and Supervisors for Special Education have been active in the planning for services to be made available at the Central Campus. Plans for counseling and special education are included in the Central Campus plan.

The Coordinator of Health Services has reviewed the need for school nursing services at Central Campus and has determined that a fulltime nurse should be assigned to the center for the 1983-84 school year, and she will follow through each year to determine the need to have a fulltime school nurse on site.

At the time that the Central Campus is fully implemented, the records and Pupil Accounting Division will provide the necessary services to secure the Tech High School records and to assure that those records are made available when requested by authorized persons.

- E. The Director of Special Education, in conjunction with the Executive Director of Secondary Education and the Director of Curriculum, shall conduct a special planning conference to study the problems and needs in providing vocational/technical educational services to special education students in the Resource Center by February 25, 1983. The effort will be documented by a written report submitted to the Assistant Superintendent for Instruction by May 30, 1983.

RESPONSE:

Three ad hoc committees made recommendations concerning vocational/technical programming for special education students attending the Central Campus. A Central Campus special education program has been developed and will serve 80 handicapped students for the 1983-84 school year. A copy of the final report is on file with the Assistant Superintendent for Instruction.

- F. The Coordinator of Nursing, in conjunction with the Executive Director of Educational Services, shall conduct a needs assessment for the purpose of providing fulltime nursing services to the students at the Resource Center. This effort will be documented by a written report submitted to the Executive Director of Educational Services by May 1, 1983.

RESPONSE:

The proposed needs assessment was completed as specified. Results indicate the need for a fulltime nurse at the Central Campus. A copy of the completed needs assessment is available from the Executive Director of Educational Services.

Adams Elementary School
3720 E 29th Street
Des Moines, IA 50317

Sally Liechty
Principal
266-5169

The following building objectives are related to district goals:

Goal 1

- A. A needs assessment concerning personnel support services necessary to implement the K-5 structure will be conducted by the principal with the cooperation of the staff by January 15, 1983. The report will be on file in the principal's office.

RESPONSE:

A needs assessment was completed in April, 1983. The assessment reflected the concerns the staff had regarding personnel support services for the 1983-84 school year.

Goal 2

- A. During the 1982-83 school year, the principal will use with the community one presentation developed by the elementary department concerning the K-5 program, as documented by the date and time of the meeting; how many were present and the name of the presentation on file in the principal's office.

RESPONSE:

Two presentations were shown to community groups this year. On February 8, 1983, the presentation "Striving for Excellence" was shown to the staff as well as to parents at the monthly P.T.A. meeting. There were 52 people who viewed those presentations. On February 10, 1983, the K-5 presentation was given to the Building Advisory Council with 12 people present. On February 11, 1983, the same presentation was given to staff.

Goal 3

- A. During the 1982-83 school year, the principal with the assistance of the staff, will use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments were used and the results gained.

RESPONSE:

This goal was not accomplished because the assessment instruments and monitoring systems were not developed as planned.

- B. During the 1982-83 school year, the principal with the assistance of the staff, will develop a homework plan for Grades 1-6, as documented by a description of the plan on file in the principal's office.

RESPONSE:

In September, 1982, a homework plan was developed for use during the 1982-83 school year. Parents at all grade levels were informed of the plan. The plan worked well for staff as well as the children. The homework plan will be revised and implemented again during the 1983-84 school year.

Goal 4

- A. Supervisory support and inservice programs concerning the implementation of the K-5 program will be provided to the staff by the principal during the 1982-83 school year, as documented by a report on file in the principal's office describing what inservice programs and supervisory support were used.

RESPONSE:

Supervisory support and inservice programs were provided to the staff during the 1982-83 school year. Programs presented were: Des Moines Spelling Plan by Judi Cunningham; Madeline Hunter's Effective Teaching by Don Brubaker; new social studies materials by Carol Brown; K-5 presentation by the principal, new language materials and the K-2 thematic units.

Goal 5

- A. The principal, with the assistance of the staff and the staff from Goodrell Junior High School, will plan orientation activities during the 1982-83 school year that will acquaint children and parents with the transitional school program, as documented by the activity and the date of the activity on file in the principal's office.

RESPONSE:

On January 28, 1983, the fifth and sixth graders received their first orientation on class offerings for the 1983-84 school year. On March 8, 1983, Principal, Bill McCollaugh, discussed the transitional school program with parents and students at a P.T.A. meeting. On May 2, 1983, fifth and sixth grade students visited Goodrell and on May 17, 1983, an evening orientation meeting for parents and students was held at Goodrell.

Brooks Elementary School
2214 Des Moines Street
Des Moines, IA 50317

Daniel Priest
Principal
262-3167

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The principal and staff jointly responded and prepared a needs assessment regarding personnel support services necessary to implement a K-5 structure. A document is on file in the principal's office.

- B. The staff, with the assistance of the principal, will continue to assess the math and science curriculum during the 1982-83 school year with instruments developed at the school, as documented by written assessments made on file in the principal's office.

RESPONSE:

The staff and principal continued to assess the math and science curriculum. Instruments developed by the district and by the building are on file in the principal's office. Part of an inservice day was used for this assessment.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community at least one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The principal requested the presentation of classroom instruction for the April Building Advisory Council. The presentation was lost in the bag mail. The May meeting agenda of this group was set before the second copy of classroom instruction was secured.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

No assessment instruments and monitoring systems were developed by the instructional division to determine student achievement and effective use of staff and student time so Brooks Elementary School could not attain this goal.

8. The Brooks Elementary School and Site Committee for Inservice will devote at least one staff inservice meeting to become acquainted with curriculum assessment instruments and monitoring systems to determine student achievement and effective use of staff and student time as developed by the Assistant Superintendent for Instruction and instructional division directors, as documented by a list of staff members attending on file in the principal's office by the end of the 1982-83 school year.

RESPONSE:

No staff inservice meeting was held to acquaint staff with curriculum assessment instruments and monitoring systems on student achievement and the effective use of staff and student time because the instruments were not developed on the district level.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

During the 1982-83 school year the following inservice programs were held to help prepare for the implementation of the K-5 program:

January 15 --- Staff Meeting - K-5 Program - Mr. Priest
February 21 -- K-2 integrated units - district level in
building preparation for K-5
April 20 ----- K-2 Integrated Units - Lavonne Mann
3-6 Building Planning

Goal 5

- A. The principal and staff will invite the counselors, and/or other available personnel, for Hiatt Junior High School to present a program to the 1982-83 Brooks Elementary School fifth and sixth graders concerning orientation and information about the transitional school, as documented by a resume of the program and a list of students attending on file in the principal's office by the end of May, 1983.

RESPONSE:

Personnel from Goodrell Transitional School provided an in the building orientation for fifth and sixth graders, arranged for a building visit to Goodrell and distributed newsletters to Brooks students, also held a parents night to acquaint students with next year's program.

Cattell Elementary School
1210 E Hull Avenue
Des Moines, IA 50316

Paul D. Pace
Principal
262-5697

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1982, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

Support service needs assessment results on file in the principal's office.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by descriptions of how the instruments and systems were used and the results gained.

RESPONSE:

Unable to achieve objective. Assessment instruments not available.

- B. The Cattell Elementary School principal and staff will implement and evaluate the Des Moines Spelling Plan during the 1982-83 school year by charting each student's individual progress, as documented by progress charts on file in the rooms of each spelling teacher.

RESPONSE:

Each students' progress has been charted weekly by each teacher, using the grade book as a record book. One consistent criticism seems to be the excessive use of time necessary to implement each lesson as suggested.

Goal 4

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

On Thursday, April 14, 1983, at 7 p.m., the principal presented the transparencies entitled "Classroom Instruction" to members of the Cattell P.T.O. in the media center. In spite of pre-meeting information, the meeting was not well attended. List of those in attendance on file in the principal's office.

- B. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

On January 26, 1983, the principal presented to the staff, a program provided by the instructional division, on implementing the K-5 program, using transparencies and explanatory remarks. On February 21 the principal and staff designed lesson plans and schedules which were compatible with guidelines suggested. Evaluation forms and schedules on file in the principal's office.

- C. The principal and staff of Cattell will attend three inservice meetings (October, 1982; December, 1982; and April, 1983) designed to strengthen the mainstreaming phase of the T.A.G. program, as documented by meeting agendas and evaluation forms on file in the principal's office.

RESPONSE:

On October 13, 1982, at 3:35, the staff met with Mrs. Florence Hoffmann of the Talented and Gifted Department. Her presentation dealt with "Concrete enrichment for teachers to provide for the gifted and talented students within the classroom setting." Evaluation forms on file in the principal's office.

Douglas Elementary School
3800 E Douglas Avenue
Des Moines, IA 50317

Helen M. Oliver
Principal
265-0366

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of the staff, shall assess the support services available to our students, as documented by a list of students recommended for support on file in the principal's office by May 5, 1983.

RESPONSE:

Douglas staff completed an assessment of its school's support services. Due to the projected enrollment of 587 students in 1983-84, it was suggested that additional nursing, counseling, and psychological services occur. Recommendations from student staffings have overwhelmingly supported the need for elementary counseling services. This objective was achieved with valuable information being gained.

- B. The principal, with the assistance of the staff, shall assess the K-5 math program for the 1982-83 school year, as documented by a description of the assessment procedure and resulting summary, on file in the principal's office by May 30, 1983.

RESPONSE:

During 1982-83, the Douglas staff actively assessed our K-5 math program. The assessment procedure included grade level articulation meetings, math curriculum analysis, inservice training, and objective mapping. Recommendations were to revamp the math folder and objectives, continue comprehensive math instruction and to consistently review previously taught skills. This objective was achieved.

Goal 2

- A. The principal, with the assistance of the Douglas School PTA and staff, shall present a continuing education program twice yearly for the community, as documented by the subject and date of the presentations on file in the principal's office by May 15, 1983.

RESPONSE:

Douglas Elementary School developed two continuing education presentations for its community - Douglas Talented and Gifted program in December and a video tape of Douglas Elementary School in action in April, 1983.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by descriptions of how the instruments and systems were used and the results gained.

RESPONSE:

This objective was achieved. The Douglas Staff utilized all student assessment instruments and management systems prepared for them - curriculum testing, Iowa Tests of Basic Skills, SARI, and math management folders. Teachers and the principal carefully analyzed the results for the purpose of instructional improvement.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

This objective was achieved. Douglas staff have participated in inservice training throughout the second semester. Major training sessions occurred on January 27 and February 21, 1983. Monthly informational meetings occurred on the third Wednesday of each month during second semester.

Goal 5

- A. The principal, with the assistance of the staff, shall develop two transitional activities between our fifth graders, McKee School and Hoyt Middle School, as documented by a statement of activities and dates on file in the principal's office by May 15, 1983.

RESPONSE:

This objective was achieved. Douglas fifth grade students developed a pen pal program with McKee Elementary School in April, 1983. In May, students visited McKee Elementary School and met their pen pals for a special activity. During April, Hoyt and Douglas Elementary School had several transitional activities including a tour and lunch at Hoyt, parent night, pen pals, and a joint Building Advisory Council meeting. These transitional activities positively helped students prepare for Hoyt Junior High School.

Edmunds Elementary School
1601 Crocker Street
Des Moines, IA 50314

Betty J. Williams
Principal
243-1174

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of a building committee, shall investigate the support service personnel necessary to the implementation of a K-5 structure, documentation of committee findings and a final report of recommendations to be on file in the principal's office by January 15, 1983.

RESPONSE:

The principal and a selected building committee met in four inservice sessions beginning in August to study the needs of support service personnel necessary to the implementation of a K-5 structure for our building. Records of these sessions are on file with the principal and were shared with the staff. In addition to support personnel needs the staff made recommendations as to how we could best house a K-5 enrollment. Recommendations were shared with the elementary department in December, 1982.

Goal 2

- A. The principal, with the assistance of staff, will coordinate the preparation of a presentation describing and interpreting the K-5 programs at Edmunds/Jefferson, as documented by a copy of the presentation on file in the principal's office by February 1, 1983.

RESPONSE:

The principal and staff prepared a descriptive program flyer identifying the philosophy and program emphasis for the Magnet Fine Arts attendance center. The elementary department incorporated the program into a transparency presentation to be shared with other schools and with the general public. Highlights of the program were featured in a televised program by Almo Hawkins on KCCI-TV in December, 1982.

- B. The principal, education coordinator and selected staff will review and revise the Parent Information Discipline booklet and the Volunteer Handbook, to be issued to parents and community by October 15, 1982, as documented by copies on file in the principal's office.

RESPONSE:

The principal and staff reviewed and issued to parents a handbook of discipline goals and expectations by October, 1982. The contents of the handbook had been shared in staff inservices. This positive approach to discipline allowed the total community to experience better communication in expectations. The building discipline goals in many cases were carried into home expectations.

The Volunteer Brochure was issued to parents, foster grandparents and RSVP volunteers. Edmunds had 25 active volunteers during the school year. An annual Volunteer Recognition Night was observed in May with a potluck and presentations to the Edmunds/Jefferson volunteers.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff/student time, as documented by descriptions of how the instruments and systems were used and the results gained.

RESPONSE:

This objective not developed or achieved due to circumstances beyond our control.

- B. The principal and staff will continue assessment of district objectives for reading/math in correlation with the CIMS computer program to determine student achievement, effective use of student time and direct instruction, as documented by records on file with the staff and principal.

RESPONSE:

The principal and staff worked with the Executive Director of Elementary Education, Mid-Iowa Computer Center, district reading supervisor and reading resource teacher, to better correlate the CIMS management with district SARI system and math objectives. It is anticipated that completion of this goal could develop into a district hookup system capable of housing many school management systems in reading and math on the Edmunds/Jefferson terminals. We are expecting to continue this objective in the 1983-84 school year.

- C. The principal and selected staff will develop a computer literacy program in which a minimum of one-third of the student population will be exposed to computer use, as documented by a list of students and staff participants by May 1, 1983.

RESPONSE:

The principal and staff consider this objective to be highly successful in the implementation of a student microcomputer education program. The program was developed by the principal and two teacher sponsors. Two hundred forty students participated in thirty minute sessions for nine weeks learning to program the basics of reading, math, social studies and languages within these periods.

A student Computer Leaders Club was developed with 30 children serving in this role to assist children exposed to the computer for the first time. Leader badges were developed by the building art teacher to further motivate children.

Goal 4

- A. The principal will schedule a minimum of two inservice sessions with subject area supervisors to support objectives for implementation of a K-5 program, as documented by a record of the inservice and participants on file in the principal's office.

RESPONSE:

The principal met this goal successfully during the 1982-83 school year by providing inservice sessions to support the objectives of the instruction division in the following areas:

- a) Annual fine arts planning meetings
- b) TAG sessions with coordinator and resource teacher
- c) Effective teaching inservice
- d) Reading and math inservice
- e) Student peer teaching inservice
- f) Language and spelling inservice
- g) Social studies inservice

Findley Elementary School
3000 Cambridge Street
Des Moines, IA 50313

Lester Rees
Principal
282-5281

The following building objectives are related to district goals:

Goal 1

- A. The Findley principal, with cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

This goal was completed during the first semester with the following survey results:

Needed:

Psychologist	1.5 days per week
Nurse	2 days per week
Social Worker	1.5 days per week
Speech Therapist	2 days per week
Chapter I Reading	2 fulltime teachers
Elementary Counselor	3 days per week

Goal 2

- A. During the 1982-83 school year, the Findley principal and staff will use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

This goal was completed on February 8 and 9 with presentations to the Findley P.T.A. and Building Advisory Council. Signature sheets are on file in the principal's office. Parents appreciated the professionalism of the material.

- B. The Findley principal, with the help of Unit C teachers, will use an introductory letter with parents, a parental invitation to observe their children using the Des Moines Spelling Plan and Progress Reports to record spelling and writing activity grades. Documentation shall be copies of same on file in the principal's office.

RESPONSE:

This goal was completed on September 8, 1982, with a letter written by the Unit C leader. The letter explained the Des Moines Spelling Plan and urged contact with the school if there were any questions at anytime.

Goal 3

- A. The Findley principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained for the language arts curriculum area.

RESPONSE:

This goal is to be carried over to the 1983-84 school year awaiting the completion of assessment instruments.

- B. During the 1982-83 school year, the Findley principal and Unit A will design a recording system for the Heath Math Program to assure student achievement of district objectives and to make the most effective use of staff and teacher time, as documented by a copy of the recording system on file in the principal's office.

RESPONSE:

This goal was completed. Teachers in Unit A submitted each nine weeks a checksheet showing daily tabulations of work assignments and home contacts.

- C. The Findley principal, with the assistance of Unit A teachers, will provide homework for each student daily in math. Those students who advance quickly will participate in math media lessons which involve listening and responding in set lengths of time. A list of each student's participation in the homework and media lessons will be documented in each nine week session and kept on file in the principal's office.

RESPONSE:

The goal was completed. A daily checksheet was completed and is on file in the principal's office. It was submitted to the principal at the end of each nine weeks.

- D. The Findley principal, with the cooperation of the Unit B leader, will facilitate implementation of the spelling program by providing inservice for Unit B members. Unit B students and teachers will keep a weekly record of student progress by documenting pretest scores on Monday and posttest scores on Friday. Weekly writing assignments and test papers will be kept in student folders. Each teacher in Unit B will keep a chart showing group spelling scores. The group chart will be turned in to the office every nine weeks as further documentation of this objective.

RESPONSE:

This goal was completed. On file in the principal's office is a checklist listing the dates group spelling scores were submitted. The Unit B leader conducted inservice for that group of teachers as part of the fall program.

Goal 4

- A. During the 1982-83 school year, the Findley principal and staff will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support and how inservice programs were used.

RESPONSE:

This goal was completed. During the February 21 inservice program the K-5 committee was present to answer teacher questions about the new program.

Garton Elementary School
2820 E 24th Street
Des Moines, IA 50317

Sandra O'Brien
Principal
262-3144

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff and the Building Advisory Council, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office by May 15, 1983.

RESPONSE:

The Garton principal, with the assistance of the staff and Building Advisory Council, assessed Garton's needs for K-5 support personnel. The report was submitted to the elementary department in May. The recommendations included maintaining the same level of service for the counselor, psychologist, social worker and associates. It was requested that the nurse's services be increased to a fulltime position in order to adequately meet the needs of the physically handicapped students. The report cited a community need for a Head Start or adult education preschool class.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a report which will include the date, place and number of persons present at the meeting on file in the principal's office by May 15, 1983.

RESPONSE:

Robert Baldwin, Director of Public Information, presented the media program, "Pursuit of Excellence," at the March 8, 1983, meeting of the Garton P.T.A. There were 21 parents and 7 staff members present.

Goal 3

- A. During the 1982-83 school year, the principal, with the assistance of the staff, will develop a homework policy, which will be shared with the Building Advisory Council, the PTA and distributed to each Garton household, as documented by a report on file in the principal's office by May 15, 1983.

RESPONSE:

The principal developed, with the assistance of the staff, a homework policy during the teachers' fall conference. The policy was reviewed and approved at the September meeting of the Building Advisory Council. The Garton homework policy includes regular homework with suggested study periods appropriate for grades one through six.

- B. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a report on how the instruments and systems were used and the results gained, on file in the principal's office by May 15, 1983.

RESPONSE:

The district assessment instruments and monitoring system were not available during the 1982-83 school year. The principal did, however, record timelines and students on task in observations that were made for teacher evaluations.

- C. During the 1982-83 school year, the principal with the assistance of the staff will develop a motivational reading program, as documented by a list of activities on file in the principal's office by May 15, 1983.

RESPONSE:

The principal developed, with the assistance of the staff, a motivational reading program for all grades which encouraged students to read from a different category each month. The categories included contemporary stories, sports stories, mysteries, science oriented books, fairy tales, adventure stories, and humorous books. Each month a schoolwide kick-off was held via the intercom system. The school mascot, Eager Reader, organized four levels of competition between homerooms. Recognition and awards were made monthly at each level.

- D. During the 1982-83 school year, the principal with the assistance of the staff will develop four activities to improve student writing in Grades 3, 4, 5, and 6, as documented by a list of activities on file in the principal's office by May 15, 1983.

RESPONSE:

The principal and teachers of language arts attended the district inservice on student writing. At Garton the principal and teachers participated in four student writing inservices. Seven teachers completed a staff development course in student writing. The teachers at each grade level developed student writing activities which included: research reports, sentence and paragraph expansions, school memory books, descriptive writing, and letters to students in other schools.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used. The report will be on file in the principal's office by May 15, 1983.

RESPONSE:

Monthly reports on the K-5 program were given by Garton's two representatives on the district committee. The K-5 media presentation was presented to the staff and P.T.A. in January. In addition to these total staff activities, seven Garton teachers participated in the pilot project on K-2 curriculum units. Four Garton teachers were also selected to write curriculum for the district K-5 program.

Goal 5

- A. During the 1982-83 school year, the principal with the assistance of the staff and the cooperation of the Goodrell and Hiatt principals and staff will plan an orientation activity for the students planning to attend Goodrell and Hiatt Transitional Schools in the fall of 1982, as documented by a report on file in the principal's office by May 15, 1983.

RESPONSE:

The principals of Hiatt and Goodrell Junior High Schools presented the transitional school program in two meetings held at Garton for staff and parents. The fifth and sixth graders, with Garton teacher and principal, attended orientation activities at Hiatt and Goodrell. The Garton parents were invited to May orientation nights at the two transitional schools.

Granger Elementary School
101 E Leach Street
Des Moines, IA 50315

Gerald Clutts
Principal
285-7525

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement the K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A needs assessment survey was completed during the spring semester of 1983 indicating the support personnel services needed to implement the K-5 program in the fall of 1983.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of the presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The presentation "Striving for Excellence" was used at a P.T.A. meeting in February, 1983. Bob Baldwin, Director of Public Information, introduced the film and facilitated the follow-up discussion. The south side P.T.A. program on February 15, 1983, was a presentation on the Central Campus.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by descriptions of how the instruments and systems were used and the results gained.

RESPONSE:

Long-range planning instruments were used to assess effective use of staff planning and pacing.

- B. Within one month after receipt of the results of the spring, 1982, district objective-based mathematics tests, the principal and faculty will meet to assess areas of weakness and make appropriate changes, as documented by the minutes of the meeting and changes made on file in the principal's office.

RESPONSE:

A staff meeting was held on October 7, 1983, to present results of the spring district math test, to share documents from the mathematics department relative to objectives that need particular attention, and to initiate the process of long-range planning in math.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

An inservice program was held with all staff members on February 21, 1983, with a presentation entitled, "K-5 Program." Subsequent meetings were held as information became available. It is anticipated the supervisory support will be utilized when the program is in place.

- B. During the first semester of the 1982-83 school year, the principal and staff will participate in an inservice for qualification for administering medication to students, as provided by the District Health Services Division, as documented by a list of participants on file in the principal's office.

RESPONSE:

In August, 1982, the principal, secretary and school nurse satisfactorily completed a course qualifying them to administer medication to students.

Greenwood Elementary School
316 - 37th Street
Des Moines, IA 50312

Lois Smith
Principal
279-8859

The following building objectives are related to district goals:

Goal 1

- A. The principal and Greenwood staff will conduct and report, by January 15, 1983, the results of a needs assessment survey which is to determine and recommend support services at Greenwood necessary to implement a K-5 structure beginning in the fall of 1983. This will be documented by a report which will be maintained in the principal's office.

RESPONSE:

The needs assessment was completed and a copy is on file in the principal's office.

Goal 2

- A. The principal of Greenwood Elementary School and the PTA program chairman will by December 31, 1982, conduct an orientation meeting for parents developed by the elementary department, which explains the forthcoming K-5 program, as documented by an attendance roster on file in the principal's office and a copy of the program announcement to parents.

RESPONSE:

A parent orientation program explaining the K-5 structure for the 1983-84 school year, including implications for Greenwood Elementary School, was held on May 12, 1983. An attendance roster and program announcement are on file in the principal's office.

- B. The Greenwood students in grades K-6 will take home a weekly summary of curriculum and student accomplishments during the first nine weeks of school, which will be documented by copies maintained on file by the homeroom teacher and building principal. This will be evaluated as to its practicality and usefulness at fall conference time, and a decision made regarding its continuation.

RESPONSE:

A weekly summary of curriculum and student accomplishments was sent to all Greenwood parents throughout the 1982-83 school year. The nine week evaluation revealed very high parental support of this effort. Copies of the classroom summaries are on file in the principal's office.

Goal 3

- A. The principal and staff of Greenwood Elementary School will, during the 1982-83 school year, use the district's assessment instruments and monitoring systems to determine student achievement and future needs, as documented by a description of how the instruments and systems were used and the results obtained.

RESPONSE:

This goal was not met as the district's assessment instruments and monitoring systems were not available.

- B. The staff of Greenwood Elementary School and the Junior League will coordinate efforts to implement Project Omnibus during the 1982-83 school year for students meeting the selection criteria established by the Omnibus Committee. Program implementation will be documented by copies of the agenda for staff inservice meetings, a roster of students participating and copies of evaluation forms placed on file in the principal's office by May 31, 1983.

RESPONSE:

Project Omnibus was implemented during the spring semester, 1983. Fifty-seven students met the selection criteria and seven units of study were taught by thirteen parent volunteers. Copies of the agenda for staff inservice meetings, a roster of students participating and copies of the evaluation forms are on file in the principal's office.

- C. The principal and staff will implement, by September 15, 1982, the Greenwood discipline policy modifications recommended by the school's assertive discipline evaluation committee and accepted by the staff, as documented by copies of the policy on file in the principal's office.

RESPONSE:

The recommendations made by the assertive discipline evaluation committee and accepted by the staff were implemented during the 1982-83 school year.

- D. The principal and staff will implement the Greenwood homework policy which will be sent to parents by September 15, 1982. An evaluation survey will be distributed to parents during the fall conferences and will subsequently be reviewed and amended as deemed appropriate by the homework committee and school staff. This will be documented by a copy of the revised policy on file in the principal's office not later than December 31, 1982.

RESPONSE:

A copy of the Greenwood homework policy was sent to parents by September 15, 1982. Subsequently an evaluation survey was conducted at fall conferences and served as the basis for some modifications. A revised copy is on file in the principal's office.

Goal 4

- A. The curriculum supervisors with the assistance of the principal will conduct in their area of curriculum expertise six inservice staff meetings during the 1982-83 school year. This will be documented by copies of the building bulletins showing the meeting dates being retained on file in the school's office.

RESPONSE:

Six inservice staff meetings were held during the 1982-83 school year. Copies of the building bulletins showing the meeting dates are on file in the principal's office.

- B. The fifth grade class of 1982-83 will participate in activities previously reserved to sixth grade students such as serving as members of the school crossing patrol, selling milk and being playground equipment monitors, as documented by a list of students and their assignments on file in the principal's office by May 31, 1983.

RESPONSE:

The fifth grade classes during the 1982-83 school year participated in all extra curricular activities previously reserved for only sixth grade students. Rosters of the students and their assignments are on file in the principal's office.

Hanawalt Elementary School
225 - 56th Street
Des Moines, IA 50312

Donald Shaw
Principal
274-3824

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The principal, with the assistance of the staff, completed and submitted the "Support Service Needs Assessment for 1983-84."

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a signed attendance role indicating persons present.

RESPONSE:

The principal presented to the Building Advisory Council and the P.T.A. Board the K-5 program presentation developed by the elementary department. Mr. Baldwin presented the district film "Pursuit of Excellence" to the Building Advisory Council.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by description of how the instruments and systems were used and the results gained.

RESPONSE:

The objective was not met as the assessment instruments and monitoring systems were not available from the instructional division. The district objectives-based test results and the Iowa Tests of Basic Skills results were analyzed by the staff.

- B. The principal, with the assistance of the staff, will during the 1982-83 school year, implement the staff devised discipline management system, as documented by unit guidelines and parent communications on file in the principal's office.

RESPONSE:

The principal, with the assistance of the staff, began implementing the staff devised discipline management procedures.

- C. During the 1982-83 school year, the staff with the assistance of the principal, will participate in at least two art inservice sessions, as documented by a roster of attendance on file in the principal's office.

RESPONSE:

The goal was not pursued because an art teacher was assigned to the building.

Goal 4

- A. During the 1982-83 school year, the principal will use inservice programs developed by the instructional division and will provide adequate supervisory support to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The principal: 1) presented to the staff the K-5 presentation developed by the elementary department, 2) directed staff in the February building and district inservice, and 3) conducted two follow-up building meetings.

Hillis Elementary School
2401 - 56th Street
Des Moines, IA 50310

Joan Sherman
Principal
274-4081

The following building objectives are related to district goals:

Goal 1

- A. The Hillis principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The needs assessment survey was provided, conducted and reported in April, 1983.

Goal 2

- A. The Hillis principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The presentation on the K-5 program was scheduled for parents May 17, 1983.

- B. The Hillis principal, with the assistance of the music teacher, will arrange for the 1983 Hillis School Spring Musical to be presented in a public location by May 30, 1983, as documented by a series of photographs taken on the site, on display in the music room and later filed in the principal's office.

RESPONSE:

The 1983 Hillis School Spring Musical was presented in the Hoover High School Auditorium on April 21, 1983.

- C. During the second semester of the 1982-83 school year, the principal with the assistance of the staff will provide information on the transitional school at a meeting with fifth and sixth grade students and their parents, as documented by a report on file in the principal's office.

RESPONSE:

Information on the transitional school was provided to parents of fifth and sixth grade students on October 13, 1982. Information was provided students March 8 (Merrill), March 30 (Meredith), and April 20 (Merrill).

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instrument and monitoring system developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This goal was not achieved. The assessment instrument and monitoring system was not developed by the instruction division.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The services of the reading, math and social studies supervisors was used. Elementary consultants discussed the revised language objectives. Inservice programs included: Hooked on Books, Crisis Intervention, Student-Team Learning, and K-5 Program.

Howe Elementary School
2900 Indianola Avenue
Des Moines, IA 50315

Dorla Johnson
Principal
244-8161

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The results of support service needs assessment for 1983-84 was submitted to the elementary department.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The K-5 curriculum presentation was presented to the Building Advisory Council, to the P.T.A. officers and to parents at a P.T.A. meeting.

- B. The principal, with the assistance of the staff, will during the 1982-83 school year meet with the fifth and sixth grade parents and students to review the transitional school program, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The transitional school program was presented to parents at a P.T.A. meeting at Howe, at an orientation meeting for parents and students at Weeks, and at a student orientation meeting at Howe.

- C. The principal, with the assistance of the staff, will by November 1, 1982, meet with parents of grades two through six to explain the Des Moines Spelling Plan which is being initiated at Howe Elementary School in the 1982-83 school year, as documented by plans on file in the principal's office.

RESPONSE:

The Des Moines Spelling Plan was explained to parents of grades two through six at parent teacher conferences in October.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained on file in the principal's office.

RESPONSE:

This objective was not met as the development of assessment instruments and monitoring systems by the instructional division was not completed.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used on file in the principal's office.

RESPONSE:

To assist in the implementation of the K-5 program the K-5 curriculum presentation was presented to the staff, the staff participated in inservice provided by the instructional division and building grade level planning and scheduling were provided.

Hubbell Elementary School
800 - 42nd Street
Des Moines, IA 50312

Dr. Gary Sheldon
Principal
255-3183

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The principal, with the cooperation of the staff, conducted and reported the results of the needs assessment regarding personnel support services needed to implement the K-5 structure. The assessment instrument is on file in the principal's office.

Goal 2

- A. The principal will during the 1982-83 school year use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

On April 12, 1983, Mrs. Sue Donielson, Director of Curriculum, presented to the Hubbell community the Elementary Department's presentation concerning the K-5 program. Documentation is on file in the principal's office.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This objective was not achieved as materials were not available from the instructional division.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The principal presented the K-5 program prepared by the elementary department, supported the district inservice program developed by the instructional division, and conducted two follow-up meetings regarding the implementation of the K-5 program. Documentation is on file in the principal's office.

- B. The principal, with the cooperation of the staff, will prior to March 1, 1983, schedule three resource people to provide inservice meetings for the English as a Second Language Program, as documented by the names of resource people used on file in the principal's office.

RESPONSE:

This objective was not met as we lost our ESL teacher in September; she was replaced by two substitutes; a new teacher was hired on January 17, 1983. Also on January 17, we started a halftime ESL immersion program for kindergarten and first grade students. This objective will be carried over into 1983-84.

- C. During the 1982-83 school year, the principal with the assistance of the Building Site Committee, will schedule resource people to provide two inservice meetings on the exceptional child, as documented by a report of meetings on file in the principal's office.

RESPONSE:

The principal, with the assistance of the Building Site Committee, scheduled resource people to provide two inservice meetings on the exceptional child. These meetings were held on February 21, 1983. The speakers and the topics were:

Dorothy Vance --- "Motivation, Maslow and the Multi-Disciplinary Dandelion"

Marcia Leary ---- "Motivating Students in the Classroom"

Additional documentation is on file in the principal's office.

Jackson Elementary School
3825 Indianola Avenue
Des Moines, IA 50315

Robert Langbehn
Principal
288-0157

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement the K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A needs assessment regarding personnel support services necessary to implement the K-5 structure was conducted. Documentation was by a report submitted to the Executive Director of Elementary Education.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community at least two of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present on file in the principal's office prior to June 1, 1983.

RESPONSE:

Two of the four presentations were given to the parents, staff and Building Advisory Council during the appropriate time span. In addition, a member of the K-5 committee spoke at two faculty meetings regarding the plan. Documentation is on file in the principal's office.

- B. The principal, with the assistance of the staff, will plan activities as a "Salute to Education" to be presented to parents in April, 1983, as documented by a summary report of the activities and program attendance on file in the principal's office prior to May 1, 1983.

RESPONSE:

A summary report of all activities and displays was submitted to the Office of Public Information. This report is on file in the principal's office.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained on file in the principal's office prior to June 1, 1983.

RESPONSE:

The goal was not met, since the assessment instruments and monitoring systems were not developed.

- B. The principal, with the assistance of the staff, will improve student achievement of district objectives by the use of curriculum mapping in math in Grades K-5, as documented by copies of the mapping forms filed in the principal's office prior to June 1, 1983.

RESPONSE:

Curriculum mapping in mathematics completed for K-5. Documentation: mapping charts for each grade level on file in the principal's office.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used on file in the principal's office prior to June 1, 1983.

RESPONSE:

The principal, with the cooperation of the staff, was involved in four inservice activities developed to implement a K-5 program. A member of the K-5 committee presented information and material on two occasions. Documentation by dates and agendas is on file in the principal's office.

Jefferson Elementary School
2425 Watrous Avenue
Des Moines, IA 50321

Michael C. Schaumburg
Principal
287-2020

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of a building committee, shall investigate the support service personnel necessary to implement a K-5 structure, documentation of committee findings and a final report of recommendations to be on file in the principal's office by January 15, 1983.

RESPONSE:

On April 5, 1983, the principal submitted to the elementary department our support service needs assessment for 1983-84. In addition to that form, a Request for Elementary Counseling Services was formally filed on April 6, 1983.

Goal 2

- A. The principal, with the assistance of staff, will coordinate the preparation of a presentation describing and interpreting the K-5 programs at Edmunds/Jefferson, as documented by a copy of the presentation on file in the principal's office by February 1, 1983.

RESPONSE:

The principal and staff inventoried and reviewed all programs offered at Jefferson. After completing that task, the principals of Edmunds and Jefferson met with the Executive Director of Elementary Education to determine which of our programs were unique opportunities for the school district. A transparency presentation was produced depicting the "Magnet Alternative Schools."

- B. The principal, educational coordinator and selected staff will review and revise the Parent Information Discipline Booklet and the Volunteer Handbook, to be issued to parents and community by October 15, 1982, as documented by copies on file in the principal's office.

RESPONSE:

The principal, educational coordinator, music teacher and student council worked together to prepare a booklet designed to provide information about our school for new students, visitors and friends.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff/student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

The assessment instruments and monitoring systems were not developed; therefore, this objective was not fully achieved. However, a district K-5 committee reviewed effective use of staff/student time and proposed elementary time allotments for use in the Des Moines Independent Community School District. The principal conducted a staff meeting to study these recommendations. Our Talented and Gifted and Chapter I programs were formally assessed by the Department of Evaluation and Research.

- B. The principal and staff will continue assessment of district objectives for reading/math in correlation with the CIMS computer program to determine student achievement, effective use of student time and direct instruction, as documented by records of correlation mastery on file with the staff and principal.

RESPONSE:

The principal, educational coordinator, CIMS (Computer Instructional Management System) associate and teachers met informally to determine modifications in that program. Suggestions were reviewed on two occasions by the principals of Edmunds and Jefferson together with the reading supervisor, reading resource teacher, representative from the Department of Evaluation and Research, and Executive Director of Elementary Education. A summer session to improve CIMS is planned.

- C. By May 1, 1983, the principal and selected staff will develop a computer literacy program in which a minimum of one-third of our student population will be exposed to computer use to be documented by a list of students and staff participants.

RESPONSE:

All classroom teachers worked with two or three assigned third grade students for 30 minutes each week during the 1982-83 school year. Schedules were posted in classroom areas and filed in the principal's office. TAG students and selected Chapter I students were provided extra time as they worked with their resource teachers.

Goal 4

- A. By May 31, 1983, the principal will schedule a minimum of two inservice sessions with subject area supervisors to support objectives developed by the instructional division for implementation of a K-5 program, as documented by a record of inservice and participants on file in the principal's office.

RESPONSE:

In addition to fall and spring inservice opportunities provided to all district personnel, our staff received staff meeting sessions from the math, social studies, and Chapter I supervisors, coordinators, and consultants on September 8 and 15, October 7, and May 4. On September 29, 1982, the Curriculum Service Center consultant supplied us with an "Introduction to our Microcomputer."

King Elementary School
1849 Forest Avenue
Des Moines, IA 50314

Lawrence Streyffeler
Principal
243-1297

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

During the 1982-83 school year a needs assessment regarding support services was completed and the results reported to the elementary department.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

On December 14, 1982, the Principal of King-Perkins conducted a meeting designed to acquaint parents with the proposed K-5 elementary school plan implemented in the fall of 1983. The K-5 presentation developed by the elementary department was used.

- B. The principal will schedule a presentation for parents by November 1 explaining the magnet programs developed at King-Perkins, as documented by a list of signatures of persons present on file in the principal's office.

RESPONSE:

A meeting was held on October 9, 1982, to acquaint parents with the concepts, objectives, and future of the "Magnet" program at King-Perkins. The meeting was well attended and the entire alternative school program of the Des Moines schools was discussed.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

No assessment or monitoring instruments were available, therefore, King-Perkins did not achieve this objective.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The K-5 presentation developed by the instructional division was presented to staff members on November 3, 1982. On February 21, the staff spent two hours of their inservice day working on plans for the implementation of the K-5 elementary school. This planning involved school organization, student groups, teaching assignments and scheduling.

- B. The principal, with the assistance of the educational coordinator, will develop and schedule an inservice program by October 1, 1982, designed to help implement the Expanded Science Program at King-Perkins Schools, as documented by a description of the program and a list of staff members present for the presentation on file in the principal's office.

RESPONSE:

During the week of August 23, 1982, the principals and the educational coordinator met with teachers of each curriculum area to develop a plan to integrate the Expanded Science Program in all curriculum areas. The plan was presented to the entire staff on September 8, 1982, and was accepted as our Expanded Science Program, to be implemented during the 1982-83 school year.

Longfellow Elementary School
1101 E Sixth Avenue
Des Moines, IA 50316

Bobbretta Williams
Principal
266-8067

The following building objectives are related to district goals:

Goal 1

- A. During the 1982-83 school year, the principal will plan and develop alternative educational activities for regular and special education students in Grades K-5, as documented by written reports of activities and progress on file in the principal's office.

RESPONSE:

A reading incentive program was instituted in January resulting in 120 students (31%) reading more than 20 books each. Selected volunteers assisted in offering expanded curriculum activities to identified Talented and Gifted students. To follow-up on computer orientation activities provided by IBM Corporation, parents, students and teachers raised funds to purchase a computer.

Goal 2

- A. During the 1982-83 school year, the principal will send home a monthly newsletter, as documented by bulletins kept in the principal's office.

RESPONSE:

The Roadrunner Newsletter was published monthly and distributed. An array of positive feedback from parents and community members was forwarded to the principal and other staff members. The success of this publication merits continuation of this objective throughout the 1983-84 school year.

Goal 3

- A. During the 1982-83 school year, the principal will require each teacher to submit, at the end of each quarter, a progress report on each student that will determine amount of time spent in each academic area and academic growth, as documented by teacher's reports on file in the principal's office.

RESPONSE:

Time on Task reports were submitted by each teacher at the end of the first quarter. It was later concluded that similar information could be obtained through random sample timeline evaluations and principal observations. Findings showed that most often 97 percent of the students were on task.

- B. During the 1982-83 school year, each subject area teacher will submit, at the end of each quarter, progress reports on areas taught, as documented by forms kept in the principal's office.

RESPONSE:

Subject area reports were submitted and it was found that the amounts of time spent covering specified subject areas were congruent with the time allotments recommended by the elementary department.

Goal 4

- A. During the 1982-83 school year, the principal working with Longfellow classroom teachers, will provide three inservices designed to assist teachers in implementing a K-5 program, as documented by a description of activities that will be placed on file in the office of the Executive Director of Elementary Education.

RESPONSE:

The first session focused upon the curriculum changes district-wide including Central Campus, transitional schools, and K-5 curriculum. The second session introduced teachers to the component parts of the K-5 curriculum through use of the K-5 transparency presentation developed by the elementary department. The third session was held on Inservice Day and asked teachers to examine the implications for implementing the K-5 curriculum.

Goal 5

- A. The principal, with the assistance of the curriculum department and Educational Services, will develop a curriculum and schedule for a successful K-5 program during the 1982-83 school year to be implemented at the beginning of the 1983-84 school year, as documented by a copy of the curriculum and schedule on file in the principal's office.

RESPONSE:

With direction from the elementary department and input from the Longfellow Instructional Improvement Committee, a schedule for the 1983-84 school year was developed and placed on file in the office of the principal.

Lovejoy Elementary School
801 Southeast Kenyon
Des Moines, IA 50315

Virginia Lawrence
Principal
285-3156

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The principal, with the cooperation of the staff, conducted a needs assessment regarding personnel support services necessary to implement a K-5 structure during April, 1983, as documented by a report on file in the elementary department.

Goal 2

- A. The principal will, during the 1982-83 school year use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The principal, during the 1982-83 school year, used the K-5 program materials developed by the elementary department, as documented by a list of persons present.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed in the instructional division to determine student achievement and effective use of staff and student time, as documented by description of how the instruments and systems were used and the results gained.

RESPONSE:

This objective was not accomplished because assessment instruments and monitoring systems were not available from the instructional division.

- B. The principal will, during the 1982-83 school year, monitor the teaching of the mathematics objectives by requiring staff in grades one through six to check and submit to the principal one mathematics paper for each student biweekly, as documented by student's papers on file in the principal's office.

RESPONSE:

The principal, during the 1982-83 school year, monitored the teaching of the mathematics objectives by requiring staff in grades one through six to check and submit to the principal one mathematics paper for each student biweekly, as documented by students' papers on file in the principal's office.

- C. The principal will, during the 1982-83 school year, monitor the teaching of the language arts objectives by requiring staff in grades one through six to check and submit to the principal one language paper for each student biweekly, as documented by students' papers on file in the principal's office.

RESPONSE:

The principal, during the 1982-83 school year, monitored the teaching of the language arts objectives by requiring staff in grades one through six to check and submit to the principal one language paper for each student biweekly, as documented by students' papers on file in the principal's office.

- D. The principal will, during the 1982-83 fall conference for teachers, conduct an inservice meeting on ITBS scores and test taking, as documented by a list of participants and copies of materials used on file in the principal's office.

RESPONSE:

The principal, mathematics supervisor, and social studies supervisor conducted an inservice meeting on the Iowa Tests of Basic Skills scores and test taking during the 1982-83 fall conferences, as documented by a list of participants and copies of materials used on file in the principal's office.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The kindergarten, first and second grade teachers attended February inservice meetings on teaching the thematic units. Supervisory support and additional inservice will be necessary during the 1983-84 school year.

Lucas Elementary School
1535 Capitol Avenue
Des Moines, IA 50316

Marie Cardamone
Principal
266-5079

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, shall prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement the K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A needs assessment was completed. Results of this survey are on file in the elementary department and in the principal's office.

Goal 2

- A. The principal shall, during the 1982-83 school year, use with the community at least one of four presentations developed by the elementary department concerning the K-5 program, support services to students, alternative schools available to parents and classroom instruction as well as a slide presentation describing the hearing impaired program developed during the 1981-82 school year. This will be documented by a sheet of signatures indicating persons present.

RESPONSE:

The following presentations were used with the staff and/or community during the 1982-83 school year: slide presentations of Lucas Hearing Impaired Program, Hiatt Transitional School, K-5 organization, Pursuit of Excellence."

- B. The principal, with the assistance of the psychologist and social worker, will plan and conduct meetings for the parents of the hearing impaired children based on the needs expressed by the parents. A list of the meetings and the dates held will be on file in the principal's office by the end of the first semester.

RESPONSE:

A survey was sent to parents to determine what topics they would like addressed. The following areas were addressed this year. Parent Effectiveness Training, Sign classes, Raising Your Child's Self-concept.

Goal 3

- A. The principal, with the assistance of the staff, shall assess the math curriculum through the use of teachers and central office personnel during the 1982-83 school year, as documented by the written assessment and recommended changes on file in the principal's office no later than May 31, 1983.

RESPONSE:

Assessment of the math program was made by principal, staff and math supervisor. Areas of concern were indicated by grade level. Each teacher of math was given the areas he/she needed to focus upon. Two inservices on teaching the basic skills were conducted by the Coordinator of Chapter I.

- B. The principal, with the assistance of the staff and parents, shall develop by June 1, 1983, guidelines for homework to be implemented during the 1982-83 school year. A copy of these guidelines will be on file in the principal's office prior to the opening of the 1982-83 school year.

RESPONSE:

The Lucas homework policy was developed by staff, parents and principal in May, 1982. A copy was sent to the Executive Director of Elementary Education, and the plan was implemented at the beginning of the 1982-83 school year.

Goal 4

- A. During the 1982-83 school year, the principal with the assistance of the staff, shall provide adequate supervisory support and will use inservice programs, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

During the 1982-83 school year, supervisory personnel in the areas of math, reading and hearing impairment were used with the staff. A list of the resource people and inservice given are on file in the principal's office.

Madison Elementary School
806 E Hoffman Avenue
Des Moines, IA 50316

Udell Cason, Jr.
Principal
265-5609

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

We had three meetings during the school year to discuss, plan and implement a K-5 program at Madison beginning with the 1983-84 school year.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

We conducted a school community meeting on Monday, January 10, 1983, to discuss alternative school programs, the K-5 program and transitional school and curriculum.

- B. The principal of Madison Elementary School, with the cooperation of the school staff, will devise three informational flyers designed to provide parents with more information about the curricular areas of reading, language arts, and mathematics at Madison Elementary School, as evidenced by a copy of such flyers, which will be on file in the principal's office by May 15, 1983.

RESPONSE:

Objective not met due to change of administrators.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained on file in the principal's office.

RESPONSE:

Objective not met due to change of administrators.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used on file in the principal's office.

RESPONSE:

The principal and staff met on several occasions to prioritize inservice for staff members to enhance a successful K-5 program.

Goal 5

- A. The principal, of Madison Elementary School, will work closely with the principal of Warren Harding Junior High School in developing and implementing an information program to acquaint both fifth and sixth grade Madison students and their parents concerning the transitional school concept, as evidenced by a listing of activities conducted, which will be on file in the principal's office by May 27, 1983.

RESPONSE:

The principal of Madison Elementary School and the principal at Harding Junior High School had informal and formal meetings and student visitation relative to the transitional school for the 1983-84 school year.

Mann Elementary School
1001 Amos Street
Des Moines, IA 50315

Jack Gibbons
Principal
285-1150

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The assesment was made and a report was sent to the elementary department, a copy of which is on file in the principal's office.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

Two presentations were made to the community and a resource person was present each time to help in the presentation.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by description of how the instruments and systems were used and the results gained.

RESPONSE:

This goal was not achieved.

- B. The principal, with the cooperation of the staff, shall prior to January 15, 1983, improve our assertive discipline policy by placing more emphasis on positive reinforcement and the use of service type consequences for negative behavior. Documentation will be kept in a log in the teachers' room with a copy in the principal's office.

RESPONSE:

The principal, with the cooperation of the staff, reviewed the assertive discipline policy and made necessary changes so as to place more emphasis on positive reinforcement and the use of service type consequence for negative behavior.

- C. The principal, with the assistance of the staff by October 1, 1983, shall make a presentation to parents regarding our homework policy, as documented by minutes on file in the principal's office.

RESPONSE:

The principal, with the assistance of the staff presented our homework policy to the parents of Mann Elementary School at our September P.T.A. meeting.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice problems were used.

RESPONSE:

At the February inservice, teachers were given the opportunity to become more informed about the K-5 program. The principal conducted two staff meetings regarding the K-5 program. Mary Chapman met with the staff on K-5 planning for 1983-84. Ed Richardson and Ed Mann met with the staff on microcomputers in K-5 and gave two class demonstrations. The staff presented inservice meetings on social studies and math.

McKee Elementary School
2115 E 39th Street
Des Moines, IA 50317

Jerry Mills
Principal
263-3243

The following building objectives are related to district goals:

Goal 1

- A. The McKee staff and principal will conduct a needs assessment regarding support services needed to continue the K-5 structure, as documented by the agenda and results being on file in the principal's office by January 17, 1983.

RESPONSE:

An assessment instrument developed by the principal was administered during a faculty meeting in December. The results were discussed in the January faculty meeting and forwarded to the Executive Director of Elementary Education.

Goal 2

- A. The McKee Parent Teachers United Group, along with the principal, will make at least one evening presentation of the programs developed by the elementary department in the areas of K-5 program, support services to students, alternative schools available to parents, and classroom instruction in the Des Moines schools during the 1982-83 school year, as documented by the agenda filed in the principal's office.

RESPONSE:

The McKee Parent Teacher United Group met at 7 on March 1, 1983. The principal made a presentation with transparencies in regards to the K-5 curriculum and specifically reading, math and science objectives.

- B. The principal will develop information sheets on two curriculum areas to be distributed through the monthly calendar once each semester, as shown by copies on file in the principal's office.

RESPONSE:

A two page brochure on Reading in the Elementary School was attached to the October building calendar. The February building calendar included a two page brochure on the elementary science program and unit contents.

Goal 3

- A. The principal, with the assistance of the teachers, will conduct a curriculum mapping assessment of the science program during the 1982-83 school year, as documented by copies of the instrument being used and results obtained being on file in the principal's office.

RESPONSE:

During a faculty meeting in October, the science teachers did an assessment of the proposed units of study. The science supervisor, attended an April meeting and assisted in the staff's assessment of the mapping project.

Goal 4

- A. The principal will provide inservice programs and supervisory support for the implementation of any changes that will occur as a result of the K-5 organization, as evidenced by the use of one or more programs developed by the instructional division and a report describing what supervisory support was given as filed in the principal's office by May 1, 1983.

RESPONSE:

On Tuesday, February 15, 1983, the principal presented the transparency program to the staff as designed by the elementary department.

Goal 5

- A. McKee Elementary School will coordinate with Douglas Elementary School to facilitate opportunities whereby the transition of the fifth graders to the middle school will be enhanced as evidenced by the activities (pen pals, joint assemblies, teacher discussions, etc.) used being on file in the principal's office.

RESPONSE:

The McKee and Douglas fifth grade teachers communicated by phone and met together to discuss techniques to use to make the transition to the transitional school easier for students.

McKinley Elementary School
1610 SE Sixth Street
Des Moines, IA 50315

Wilbert Coleman
Principal
243-1844

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement the K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The principal, with the cooperation of the staff, conducted a needs assessment regarding personnel support services necessary to implement the K-5 structure for 1983-84. The needs assessment included, positions such as nurse, psychologist, social worker, counselor and associate, etc. A list of personnel and resources needed to implement the structure is on file in the office of the Executive Director of Elementary Education and the Office of Educational Services.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The principal used presentations on the components of the K-5 structure and the tape of Cheryl Arevelo's mathematics workshop. A list of the participants and sample of the presentation is on file in the office of the principal.

- B. During the 1982-83 school year, the principal along with the staff and PTA, will develop and implement a parent workshop, as documented by a report describing what the workshop provided and how the parent workshop was used on file in the principal's office.

RESPONSE:

The principal, P.T.A and staff developed a Make and Take Workshop for parents. The parents, teachers and students made learning games and aides to assist parents with students in reinforcing the basic skills in reading and the language arts. A list of the participants and a report describing how the parent workshop was used is on file in the principal's office.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by description of how the instruments and systems were used and the results gained.

RESPONSE:

The principal, with the assistance of the staff, used SARI, Mathematics Record Cards, Science and Social Science Checklist, IEP's, Physical Fitness Checklist and the Des Moines Spelling Plan to monitor the performance level of students at McKinley Elementary School, as documented by summation of the grade level performances in selected areas.

- B. The principal and staff will, during the 1982-83 school year, maintain a log on how instructional time was used, as documented by weekly reports on file in the principal's office.

RESPONSE:

The principal and staff maintained a weekly log via lesson plans on how instructional time was used. The lesson plans are on file in the principal's office.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The principal provided and used inservice programs for K-2 grade teachers and 3-5 grade teachers during the February 19 Inservice Day. The principal provided a six week staff development course in microcomputers and ways computers can be used to help teach the basic skills in the K-5 system.

Mitchell Elementary School
111 SW Porter Avenue
Des Moines, IA 50315

Harry Elder
Principal
285-2378

The following building objectives are related to district goals:

Goal 1

- A. The principal of Mitchell Elementary School, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The needs assessment was completed in April. Information related to the K-5 structure and program changes which will probably be initiated in our 1983-84 school year.

Goal 2

- A. The principal of Mitchell Elementary School will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

Bob Baldwin and Tom Ruse gave the slide presentation "Pursuit of Excellence" to staff, Building Advisory Council, and P.T.A. on January 11. Harry Elder, Principal, used the K-5 presentation developed by the elementary department at a staff and Building Advisory Council meeting.

Goal 3

- A. The principal of Mitchell Elementary School, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

As of this date no assessment instruments or monitoring system has been developed.

- B. The Mitchell staff, under the direction of the principal, shall establish an Assertive Discipline Program for the playground and cafeteria, during the 1982-83 school year, as evidenced by a copy of the rules posted in all classrooms and on the hall bulletin boards and the explanation letter sent to parents by May 1, 1982.

RESPONSE:

Assertive Discipline Rules for the playground, halls and cafeteria were developed prior to October 20 by principal and staff. On October 20 the P.T.A., Building Advisory Council were given an opportunity to view a film and discuss with staff the rules for playground, halls and cafeteria.

Goal 4

- A. During the 1982-83 school year, the principal of Mitchell Elementary School will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

Our February 21 "Teacher Inservice" staff members were given an opportunity to learn about some aspects of the implementation of the K-5 program. In addition, the principal shared the latest information about program, staffing and implementation with staff, Building Advisory Council and P.T.A. An art inservice was presented to all staff members by Fred Hiatt.

- B. The principal and a minimum of 10 staff members from Mitchell Elementary School will attend a CPR class by May 1, 1983, to become proficient in administering CPR, as documented by sheets on file in the office of the principal.

RESPONSE:

Twelve members of the Mitchell staff attended the CPR classes held at Mitchell on October 13, 14, 19, 21, 26 after school. All participants received a proficiency card from the Coordinator of Nursing Services.

Monroe Elementary School
2250 30th Street
Des Moines, IA 50314

Robert N. Hyde
Principal
255-2153

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

Several meetings were held (two in January, one in February) to assess and plan for a K-2 building and a 3-5 building. Meetings have been planned in August, 1983, for third and fourth graders who will be attending Monroe and kindergarten who will all be attending Rice. We are also concerned and are planning for the implementation of the Berkeley Health program at Monroe.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The slide presentation, "Pursuit of Excellence," was used at an April 12 P.T.A. meeting. There were over 200 in attendance.

- B. The principal, with the assistance of the staff, will prior to May 15, 1983, conduct an evening meeting for those students who will attend sixth grade in the transitional school and their parents, as documented by a report describing the meeting and number of participants.

RESPONSE:

A meeting was held at Monroe on February 8, 1983, with all parents of fifth and sixth graders. Lacey Spriggs, Principal at Meredith Junior High School, spoke to the group. There were 78 parents in attendance.

- C. The principal, with the assistance of the staff, will develop a slide presentation, A Salute to Monroe-Rice School, by May 1, 1983, which will be a visual display of all positive happenings in both buildings. This will be documented by the slide presentation and dates and places at which it is shown.

RESPONSE:

The slide presentation is nearly half completed at this point. More time is needed to make it a quality presentation. Plans are made to finish it during the 1983-84 school year and show it to parent groups prior to May 15, 1984.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

SARI results were checked for each group tested. Students were evaluated for placement in reading using SARI scores. Students were moved ahead and back as well as horizontally based on their scores. Results of Iowa Tests of Basic Skills were evaluated. A goal for 1983-84, to reach 80 percent average for grades 4 and 5 was developed.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

Inservice was held in November for K-2 teachers on the new K-2 curriculum by a writing committee member. Inservice was held in October by a K-5 committee member on the K-5 proposal. The inservice in February on K-5 update used district made overlays. Inservice was held in February for K-5 teachers on speech referrals and language development.

Moore Elementary School
3725 52nd Street
Des Moines, IA 50310

Barbara G. Sloan
Principal
278-0407

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The elementary department distributed a form designed to assess support services necessary to implement the K-5 program in the 1983-84 school year. The principal completed the form and returned it to the elementary department April, 1983.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The principal presented information relative to the K-5 program, support services to students and alternative schools to Moore staff on January 14 and to the Moore Building Advisory Council on January 17.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This objective was not completed.

- B. The principal will, during the 1982-83 school year, make every effort to curtail interruptions of instructional time in the areas of reading and math by scheduling "pull out" lessons outside the reading and math time frames and encouraging all staff to be aware of this desired objective, as documented by copies of schedules on file with the principal.

RESPONSE:

All but three students received instrumental music instruction at times other than reading and math classes. A schedule showing which class students are pulled from for lessons is on file with the principal. It is felt that this goal must be ongoing. Interruptions to instruction need to be reduced.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

Moore staff attended the K-5 inservice provided on February 21, 1983. In addition, as mentioned in Goal 2A, transparencies prepared by the elementary department were utilized to share information about the K-5 program.

- B. The principal will, with the assistance of the staff, implement the changes developed by the Building Advisory Council for the 1982-83 school year, as documented by a copy of the minutes of the January Building Advisory Council meeting and a report of progress made by the principal in May, 1982, on file in the office.

RESPONSE:

Several changes recommended by the Building Advisory Council were implemented during the 1982-83 school year. 1) Student council was formed, representing students in grades four through six. 2) Changes in the procedures followed in supervision of students in the bathrooms were made. 3) Efforts were made to increase public support for our schools through participation in the "Salute to Public Education" at Merle Hay Mall in May, and by sharing the film on "Excellence," developed by Bob Baldwin, to our staff and Building Advisory Council.

Moulton Elementary School
710 College Avenue
Des Moines, IA 50314

Joseph Thomas Turner
Principal
288-9545

The following building objectives are related to district goals:

Goal 1

- A. The Moulton principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A needs assessment regarding the personnel support services necessary to implement a K-5 structure was completed and the results reported and filed in the principal's office.

Goal 2

- A. During the 1982-83 school year, the Moulton principal and staff will use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The material on the Des Moines Traditional School was presented to the Moulton Building Advisory Council on November 9, 1983. A sheet bearing the signatures of those who attended the presentation is on file in the office of the principal.

Goal 3

- A. The Moulton principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained for the Language Arts Curriculum Area.

RESPONSE:

This goal was not accomplished because the assessment instruments were not received.

- B. The principal, with the assistance of the educational coordinator and staff, will facilitate implementation of the Des Moines Spelling Program by providing inservice for all second through sixth grade teachers at Moulton. All students and teachers, who are implementing the program, will keep a weekly record of student progress by documenting pretest scores on Monday and posttest scores on Friday. Weekly writing assignments and test papers will be kept in student folders. Each teacher will keep a chart showing group spelling scores. The group chart will be turned into the office every nine weeks as further documentation of this objective.

RESPONSE:

The Des Moines Spelling Plan was implemented at Moulton Elementary School. An inservice meeting with Judy Cunningham was held, and the scores of the students are on file in the principal's office.

- C. The Moulton principal and faculty shall review and revise the Assertive Discipline Program, as documented by a description of the inservice activities and plan on file in the principal's office, during the 1982-83 school year.

RESPONSE:

The Moulton Elementary School Assertive Discipline Program was updated on September 15, 1982, November 15, 1982, and May 4, 1983. Reports of these meetings and a description of the Assertive Discipline Plan are on file in the principal's office.

Goal 4

- A. During the 1982-83 school year, the Moulton principal and staff will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

Special inservice meetings were held at Moulton Elementary School on September 15, 1982, October 20, 1982, November 3, 1982, and April 7, 1983. Reports reviewing these presentations are on file in the principal's office.

Oak Park Elementary School
3928 Sixth Avenue
Des Moines, IA 50313

Udell Cason, Jr.
Principal
244-0301

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, shall conduct a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report of the results on file in the principal's office by January 15, 1983.

RESPONSE:

Objective met. Staff and support team made an assessment to determine particular needs for a successful K-5 program relative to special education.

Goal 2

- A. The principal, with the assistance of the staff, shall use with the community at least one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction during the 1982-83 school year, as documented by a list of signatures indicating persons present.

RESPONSE:

We conducted a community meeting on Monday, January 10, 1983, to discuss the K-5 program and transitional schools.

Goal 3

- A. The principal, with the assistance of the staff, shall during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time in the area of math, as documented by description of how the instruments and systems were used and the results gained.

RESPONSE:

Objective not met due to change in administrators at the beginning of the school year.

- B. The principal, with the assistance of the staff, shall implement a building homework policy for the 1982-83 school year, as documented by a copy of the procedure to be followed on file in the principal's office by August 26, 1982.

RESPONSE:

Objective not met due to change in administrators at the beginning of the school year.

- C. The principal, with the assistance of the staff, shall initiate a program using students as tutors, during the 1982-83 school year, as documented by a copy of the program, schedule, and students involved on file in the principal's office by the end of the first nine weeks.

RESPONSE:

Oak Park was able to secure North High School students at various grade levels to assist students who were experiencing academic difficulties.

- D. The principal, with the assistance of the staff, shall establish an honor roll for grades four through six throughout the 1982-83 school year, as documented by a copy of the criteria for selection and a list of students honored posted quarterly and placed on file in the principal's office.

RESPONSE:

Objective was not established for the 1982-83 school year.

Goal 4

- A. During the 1982-83 school year, the principal assisted by the staff shall provide supervisory support and shall use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The principal and staff had three (3) inservices to plan, develop and implement a K-5 program effective with the 1983-84 school year.

Park Avenue Elementary School
3141 SW Ninth Street
Des Moines, IA 50315

Howard Hart
Principal
244-3283

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A needs assessment regarding personnel support services necessary to implement a K-5 structure was conducted, and the results were submitted to the Executive Director of Elementary Education and is on file in the principal's office.

Goal 2

- A. The principal, during the 1982-83 school year, will use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present, filed in the principal's office by May 1, 1983.

RESPONSE:

The Pursuit of Excellence, the K-5 Program and Classroom Instruction were three of the four presentations used with the Building Advisory Council, other interested parents and staff, as documented by a sheet of signatures of persons present on file in the principal's office.

- B. The principal, with the assistance of the staff, will send home to parents and distribute to others through selected community businesses and/or agencies, during the 1982-83 school year, a biweekly newsletter, as documented by copies of the newsletter on file in the principal's office.

RESPONSE:

A biweekly newsletter was prepared and distributed to parents and selected community businesses, as documented by copies of each newsletter on file in the principal's office.

Goal 3

- A. The principal, with the assistance of the staff, during the 1982-83 school year, will use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained on file in the principal's office by May 1, 1983.

RESPONSE:

This goal was not accomplished since the assessment instruments and monitoring systems were not developed.

- B. The principal, with the assistance of the staff, will design and utilize instruments to determine the most effective use of students' and staff members' time as to their involvement in extra curricular activities, as documented by a copy of the instruments used and filed in the principal's office by May 15, 1983.

RESPONSE:

An instrument was designed to indicate how students and staff members utilized their time before and after school and on weekends with extracurricular activities with recommendations for the 1983-84 school year on file in the principal's office.

Goal 4

- A. The principal, during the 1982-83 school year, will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used on file in the principal's office by May 1, 1983.

RESPONSE:

Several district personnel members were used to provide inservice programs to the staff to implement a K-5 program, as documented by a report as to who was used and what type of staff development was provided on file in the principal's office.

Perkins Elementary School
4301 College Avenue
Des Moines, IA 50311

James Mitchell
Principal
274-3421

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

During the 1982-83 school year a needs assessment regarding support services was completed and the results reported to the elementary department.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

On December 14, 1982, the Principal of King-Perkins conducted a meeting designed to acquaint parents with the proposed K-5 elementary school plan implemented in the fall of 1983. The K-5 presentation developed by the elementary department was used.

- B. The principal will schedule a presentation for parents by November 1, explaining the magnet programs developed at King-Perkins, as documented by a list of signatures of persons present on file in the principal's office.

RESPONSE:

A meeting was held on October 9, 1982, to acquaint parents with the concepts, objectives, and future of the "Magnet" program at King-Perkins. The meeting was well attended and the entire alternative school program of the Des Moines schools was discussed.

Goal 3

- A. The principal, with the assistance of the staff will, during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

No assessment or monitoring instruments were available, therefore, King-Perkins did not achieve this objective.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The K-5 presentation developed by the instructional division was presented to staff members on November 3, 1982. On February 21, the staff spent two hours of their inservice day working on plans for the implementation of the K-5 elementary school. This planning involved school organization, student groups, teaching assignments and scheduling.

- B. The principal, with the assistance of the educational coordinator, will develop and schedule an inservice program by October 1, 1982, designed to help implement the Expanded Science Program at King-Perkins Schools, as documented by a description of the program and a list of staff members present for the presentation on file in the principal's office.

RESPONSE:

During the week of August 23, 1982, the principals and the educational coordinator met with teachers of each curriculum area to develop a plan to integrate the Expanded Science Program in all curriculum areas. The plan was presented to the entire staff on September 8, 1982, and was accepted as our Expanded Science Program, to be implemented during the 1982-83 school year.

Phillips Traditional School
1701 Lay Street
Des Moines, IA 50317

Dominic Bonanno
Principal
265-3406

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a (K-8) structure, as documented by a report on file in the principal's office.

RESPONSE:

The Discipline Organization Effectiveness Inventory (D.O.E.I.) was given to the Phillips Traditional School staff during the fall of the 1982-83 school year by Dr. Willis J. Furtwengler. This instrument is designed to help staff improve building discipline and climate particularly when support services are necessary to efficiently implement change. A plan of attack was formulated by the Phillips staff in conjunction with 3-B.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a (K-8) program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

The principal of Phillips Traditional School presented the following presentations to the Phillips community during the 1982-83 school year: 1) The Traditional School Presentation, 2) Pursuit of Excellence, and 3) presentation by Bill McCollaugh on Transitional Schools.

Goal 3

- A. The principal, with the assistance of the staff will, during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This objective is deferred until the assessment instruments are available to the building.

- B. The principal, with the assistance of the Phillips Traditional School teachers, will develop strategies and implement said strategies from areas of need as pointed out by an assertive discipline needs assessment. This will be documented by placing a copy of the results of the needs assessment and developed strategies on file in the principal's office by January, 1983.

RESPONSE:

The Phillips Traditional School Curriculum Committee took the results of the fall sampling from the Discipline Organization Effectiveness Inventory (D.O.E.I.) and in conjunction with an inservice held by Dr. Willis J. Furtwengler and Wes Chapman, developed and implemented a plan of attack to improve discipline and school climate. This plan of attack is to be followed by a second (D.O.E.I.) sampling with results coming later this summer which will point out relative success or failure.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-8 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

During the 1982-83 school year the following inservice programs were provided for the Phillips Traditional School staff to better implement the K-8 program: 1) inservice by Dr. Willis J. Furtwengler and Wes Chapman on discipline and school climate held December 2, 1982; 2) inservice on computer provided by Jim Wise held February 21, 1983; 3) inservice on the computerization of SARI reading provided by Wes Chapman, Sue Donielson, Don Brubaker, held February 25, 1983. The pilot on the computerization of SARI. Reading will be completed during the 1983-84 school year.

Goal 5

- A. The principal, with the assistance of the Phillips Traditional School Curriculum Committee shall, during the 1982-83 school year, develop a curriculum plan that would make the sixth and seventh grade basic skills areas a smooth transition from fifth grade, as documented by placing said plan on file in the principal's office by January, 1983.

RESPONSE:

This objective was to be accomplished by using the assessment instruments developed by the instructional division. This objective is deferred until the assessment instruments are available to the building.

Pleasant Hill Elementary School
4801 E Oakwood Drive
Des Moines, IA 50317

Melvin Kiner
Principal
265-7573

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A needs assessment regarding personnel support services necessary to implement the K-5 program at Pleasant Hill Elementary School was completed prior to January 15, 1983. The assessment form and the information gathered is on file in the principal's office.

- B. The principal, with the assistance of the unit leaders, will prior to January 15, 1983, provide two inservice meetings for staff on realignment of unit structure, as documented by the agenda and report of each meeting on file in the principal's office.

RESPONSE:

Two inservice meetings for realignment of staff and unit structure were held prior to January 15, 1983. Meeting agendas, staff assignments and unit structures are on file in the principal's office.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

A presentation developed by the elementary department concerning the K-5 program was presented January 20, 1983. An outline of the presentation and a list of the persons present are on file in the principal's office.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

The system to determine student achievement and effective use of staff and student time was not used. The instructional division's monitoring systems to determine student achievement and effective use of staff and student time was not completed in time for use this school year.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

Inservice programs were held during the 1982-83 school year to implement the K-5 school program. Meeting agendas and reports are on file in the principal's office.

Goal 5

- A. The principal will, prior to May 15, 1983, provide an orientation meeting for fifth and sixth grade students and their parents concerning the transitional school, as documented by a report on file in the principal's office.

RESPONSE:

An orientation meeting for fifth and sixth grade students and their parents was held January 13, 1983, to inform them about the transitional school. The meeting agenda, list of persons attending and summary of the information covered is on file in the principal's office.

Rice Elementary School
3001 Beaver Avenue
Des Moines, IA 50310

Robert N. Hyde
Principal
255-7534

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

Several meetings were held (two in January, one in February) to assess and plan for a K-2 building and a 3-5 building. Meetings have been planned in August, 1983, for third and fourth graders who will be attending Monroe and kindergarten who will all be attending Rice. We are also concerned and are planning for the implementation of the Berkeley Health program at Monroe.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

The slide presentation, "Pursuit of Excellence," was used at an April 12 P.T.A. meeting. There were over 200 in attendance.

- B. The principal, with the assistance of the staff, will prior to May 15, 1983, conduct an evening meeting for those students who will attend sixth grade in the transitional school and their parents, as documented by a report describing the meeting and number of participants.

RESPONSE:

A meeting was held at Monroe on February 8, 1983, with all parents of fifth and sixth graders. Lacey Spriggs, Principal at Meredith Junior High School, spoke to the group. There were 78 parents in attendance.

- C. The principal, with the assistance of the staff, will develop a slide presentation, A Salute to Monroe-Rice School, by May 1, 1983, which will be a visual display of all positive happenings in both buildings. This will be documented by the slide presentation, dates and places at which it is shown.

RESPONSE:

The slide presentation is nearly half completed at this point. More time is needed to make it a quality presentation. Plans are made to finish it during the 1983-84 school year and show it to parent groups prior to May 15, 1984.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

SARI results were checked for each group tested. Students were evaluated for placement in reading using SARI scores. Students were moved ahead and back as well as horizontally based on their scores. Results of Iowa Tests of Basic Skills were evaluated. A goal for 1983-84, to reach 80 percent average for grades 4 and 5 was developed.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

Inservice was held in November for K-2 teachers on the new K-2 curriculum by a writing committee member. Inservice was held in October by a K-5 committee member on the K-5 proposal. The inservice in February on K-5 update used district made overlays. Inservice was held in February for K-5 teachers on speech referrals and language development.

Samuelson Elementary School
3929 Bel-Aire Road
Des Moines, IA 50310

Gloria McCrorey
Principal
278-0265

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

This objective was not met due to the fact that Samuelson was identified to be closed at the end of the 1982-83 school year. However, the principal conferred with principal receiving Samuelson students regarding special educational programs for identified students.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

On March 15, 1983, Mr. Dominic Bonanno, Principal of Phillips Traditional School, presented to the community a presentation on the Traditional School program that was developed by the elementary department.

- B. The principal will, during the 1982-83 school year, use with the parents of fifth and sixth grade students specific plans for the transitional schools developed by the district, as documented by a list of signatures indicating persons present.

RESPONSE:

The principal requested that Lacey Spriggs, Principal of Meredith Junior High School share with the parents of fifth and sixth grade students specific plans for the transitional school that were developed by the district. The meeting was held on November 15, 1982.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This goal was not achieved because the assessment instrument and monitoring systems were not developed by the instructional division.

- B. The principal, with the assistance of the staff, will assess the Assertive Discipline Plan by January 15, 1983, and make necessary changes, as documented in the list of school rules and changes made on file in the principal's office.

RESPONSE:

The principal and the staff assessed the Assertive Discipline Plan during the early months of the first semester. Necessary changes were made in the list of school rules and are on file in the principal's office.

- C. The principal will, by October 15, 1982, use with the staff the tapes and transparencies on "Planning for Effective Instruction" that is available in the Curriculum Service Center, as documented by a list of persons who participated and a report on file in the principal's office.

RESPONSE:

The principal conducted a staff meeting using the tapes and transparencies on "Planning for Effective Instruction" available in the Curriculum Service Center. "Seven Strokes for Teacher Folks" was presented on October 6 and 13, 1983.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how the inservice programs were used.

RESPONSE:

On February 21, 1983, the principal and staff attended appropriate inservice programs developed by the instructional division to implement a K-5 program. Reports were given describing the information gained during the inservice program.

Smouse School
2820 Center Street
Des Moines, IA 50312

Laurence Sargent
Principal
277-6311

The following building objectives are related to district goals:

Goal 1

- A. The principal, in conjunction with the itinerant physical disabilities staff, will review the specific services being provided to handicapped students in grades K through 12 in the Des Moines Independent Community School District and develop a list of recommendations for improving that program. Documentation of this effort will be on file in the principal's office by January 15, 1983.

RESPONSE:

The itinerant physical disabilities team reviewed current case loads and services. They made seven recommendations for improvement which included adding an occupational therapist and physical therapist, finding storage space for special equipment, and identifying treatment areas in schools.

Goal 2

- A. The principal shall oversee the development of a monthly newsletter designed to improve the level of understanding of the program among interested parents and Des Moines educators. The first edition of this publication will be issued by October 1, 1982, and each month thereafter through the school year. Documentation of this effort will be copies of the newsletter, which are on file in the principal's office.

RESPONSE:

The name of the newsletter is the Smouse Crier and it was published monthly with the exception of April. The current printing budget is nearly depleted. For the 1983-84 school year, an editor for the newsletter has been appointed and additional printing funds were added to the budget.

- B. The principal, with the assistance of the staff, shall develop a media presentation (i.e., filmstrip or 35mm slides) which can be used to improve the level of understanding and support of the program by the public. Documentation shall consist of a description of the plan on file with the Executive Director of Elementary Education by October 31, 1983, and a copy of the completed product on file in the principal's office by May 23, 1983.

RESPONSE:

A media presentation was developed and presentations were made to area superintendents, visiting Japanese educators, and the school board. Smouse School is undergoing restructuring of its entire school program and plans to convert the current slide show with oral presentation to a slide/tape presentation are being delayed to more accurately depict the Smouse program next year.

Goal 3

- A. The principal, with the assistance of the staff, will assess the primary trainable program at Smouse School. Documentation will consist of a written assessment and a list of recommendations, which will be on file in the principal's office by May 1, 1983.

RESPONSE:

The members of the primary unit at Smouse School conducted a series of meetings to review current practices and recommend future improvements. In addition, all primary unit teachers completed a 200 item self-evaluation checklist. Numerous recommendations were made for curriculum, professional growth, parent relations, discipline, and a program philosophy.

- B. The principal, with the assistance of the Supervisor of Mental Disabilities and other staff members, will review the curriculum sequence currently in use with severely and profoundly handicapped children and implement any needed modifications. A description of the review process, along with the curriculum recommendations, will be on file in the principal's office by May 23, 1983.

RESPONSE:

All members of the development unit participated in a review of assessment and curriculum practices. These efforts were in conjunction with the developmental level staff at Ruby Van Meter School and the Supervisor of Mental Disabilities. The review process materials and forms are on file in the Supervisor of Mental Disabilities' office. Recommendations were made for developing a program philosophy and curriculum outline.

Goal 4

- A. The principal, with the assistance of the itinerant physical disabilities staff will provide inservice to teachers in the schools involved with mainstreaming physically handicapped youngsters. This service will be completed by September 30, 1982. Documentation, including the course outline followed and the listing of the schools and teachers involved in the inservice program, will be on file in the principal's office.

RESPONSE:

The itinerant physical disabilities team met with teachers and other staff members at the following schools: Garton, Hoover, Hoyt, Tech, and Lincoln. Consultation and inservice was provided to 25 secondary educators and the entire staff at Garton Elementary School. These meetings occurred between August 31, 1982, and September 22, 1982.

Stowe Elementary School
1411 E 33rd Street
Des Moines, IA 50317

William Molleck
Principal
265-5684

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A form showing a needs assessment regarding personnel support services needed to implement a K-5 structure was completed.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

This goal was met when Mr. Bonanno gave his presentation on the traditional school at our P.T.A. meeting October, 1982, and a list of people was documented with their signatures.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

Monitoring systems and assessment instruments were not completed, therefore, this objective was not completed.

- B. The principal will, with the assistance of the Department of Educational Services supportive personnel, hold an inservice program prior to October 15, 1982, to improve identification and placement of students in special programs, as documented by a report in the principal's office.

RESPONSE:

A meeting was held and presented by Department of Educational Services supportive personnel September, 1982, to improve identification and placement of students in special programs.

- C. The principal, with the assistance of the unit leaders, will hold bimonthly meetings to improve communications and strengthen the building TAG program, as documented by the monthly reports in the principal's office.

RESPONSE:

Bimonthly meetings were held with unit leaders and this did provide better communications within the building and the three groups/units of teachers.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how the inservice programs were used.

RESPONSE:

Inservice programs to help implement a K-5 program were held throughout the year 1982-83 which included: 1) a presentation to the Building Advisory Council of a K-5 program, 2) planned with staff for new structure to implement a K-5 program for 1983-84, and 3) used visual overlays to show K-2 and 3-5 units and how they were structured.

Goal 5

- A. The principal will, with the assistance of the staff and other supportive personnel, prior to June, 1982, present a program for faculty, parents, and students on the transitional school as evidenced by the year-end report.

RESPONSE:

This goal was achieved by several methods which included the following: 1) a presentation to the staff on a transitional school by Mr. Bill McCollaugh, Principal of Goodrell Transitional School; 2) a newsletter sent to all fifth and sixth grade student parents each month with pertinent news on the transition; 3) a bussed visitation to Goodrell Transitional School by all the fifth and sixth grade students in May, 1983; and 4) a parent orientation was held at Goodrell Transitional School for parents of all fifth and sixth grade students May 17, 1983.

Studebaker Elementary School
300 SE Country Line Road
Des Moines, IA 50315

Patrick Moran
Principal
287-2330

The following building objectives are related to district goals:

Goal 1

- A. The Studebaker principal, with the cooperation of the Studebaker staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement the K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The needs assessment was completed and reports of the assessment results are on file in the elementary department and in the principal's office.

Goal 2

- A. The Studebaker principal will, during the 1982-83 school year, use with the community one or more of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

Two presentations developed by the elementary department, the K-5 School Program and Alternative School Programs, were shared with the community during the 1982-83 school year.

- B. During the 1982-83 school year, the Studebaker principal working with the Studebaker staff and the Studebaker Building Advisory Council, will expand the offerings available through community education programs to adults at the Studebaker facility, as documented by a listing of such programs/classes on file in the principal's office.

RESPONSE:

Community education programs were offered to adults at the Studebaker facility during each month, September through May, of the 1982-83 school year.

- C. The Studebaker principal, with the assistance of the staff, will during the 1982-83 school year, meet with fifth and sixth grade students and their parents to provide information on the transitional school, as documented by a report on file in the principal's office.

RESPONSE:

Two meetings with fifth and sixth grade students and their parents were held during the 1982-83 school year for the purpose of providing information on the transitional school.

Goal 3

- A. The Studebaker principal, with the assistance of the Studebaker staff will during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This objective was not met as the assessment instruments and monitoring systems were not available.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how the inservice programs were used.

RESPONSE:

Inservice programs and supervisory support, as described in a report on file in the principal's office, were provided to assist in the implementation of the K-5 program.

Wallace Elementary School
1404 E 13th Street
Des Moines, IA 50316

Frances Hawthorne
Principal
265-5301

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff and parents at Wallace Elementary School, will prior to December 1, 1982, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

Objective met; 100 percent report submitted April, 1983, on form required to elementary department; copy is on file in the principal's office.

Goal 2

- A. The principal and instructional staff will, during the 1982-83 school year, notify local news media regarding special school events, as documented by a dated notebook listing of contacts made to be kept on file in the principal's office.

RESPONSE:

Objective met 100 percent; notebook of dated contacts to news media and district Office of Public Information is on file in principal's office.

- B. A school volunteer supervised by the building principal will, during the 1982-83 school year, select items from a monthly calendar, PTA and weekly bulletin to be displayed at least once every two weeks on the outdoor school announcement board, as documented by a notebook listing the announcements and kept on file in the principal's office.

RESPONSE:

Objective partially met, school volunteer was not available to assist with outdoor announcement board. Student Council supervised by sponsors took over job. Board was frozen again during winter and vandalized during December holiday. Messages used are on file in principal's office.

- C. The instructional staff will submit at least one article concerning activities in their areas or classes to be submitted to the Pride of Wallace monthly newsletter, Lee Town News, Des Moines Tribune Kaleidoscope page or the New Iowa Bystander, during the 1982-83 school year, as documented by copies of articles identified with teacher's names and dates kept on file in the principal's office.

RESPONSE:

Objective met 100 percent; news article clippings and school news letters on file in principal's office.

Goal 3

- A. The principal and staff of Wallace Elementary School will use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff time by giving the teachers adequate time away from the children to evaluate, compile and plan activities to improve test scores and learning, during the school year 1982-83.

RESPONSE:

Objective not met; assessment instruments and monitoring systems were unavailable.

Goal 4

- A. During the 1982-83 school year, the principal and administration shall provide on-going information and inservice to faculty, parents and students for transforming to a K-5 program for the 1983-84 school year, as documented by the K-5 committee in a year-end report.

RESPONSE:

Objective met 100 percent; Sue Donielson, Curriculum Director, made two separate presentations on K-5 and transitional schools to P.T.A. in October, and later to parents, students and staff. Hiatt Junior High School counselors came to Wallace in March, 1983.

Goal 5

- A. The principal, with the assistance of the staff from the middle school, will conduct an orientation for incoming fifth and sixth grade students during the spring semester of 1983, as documented by the event.

RESPONSE:

Objective met; orientation for fifth and sixth graders held at Hiatt Junior High School on April 29.

Washington Elementary School
1 E Hartford Avenue
Des Moines, IA 50315

Howard J. Hart
Principal
244-7884

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement the K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The principal, with the cooperation of the staff as well as building principals at Howe and Park Avenue Schools and the recommendations from central office administrators, determined the services necessary to serve the needs of the students who will be attending K-5 attendance centers for the 1983-84 school year.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

The principal, with the assistance of educational services and elementary department, made a presentation to parents about the K-5 programs, Chapter I and Special Education Services available to the students for the 1983-84 school year -- due to the closing of Washington Elementary School at the end of the 1982-83 school year.

- B. During the 1982-83 school year, the principal along with the staff and PTA will develop and implement a parent workshop, as documented by a report describing what the workshop provided and how the parent workshop was used on file in the principal's office.

RESPONSE:

During the 1982-83 school year, the principal, staff and P.T.A. developed and implemented a make/take workshop for parents in the McKinley and Washington attendance centers. The workshop provided teaching aides and games for parents to use with their children to help reinforce the basic skills.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This goal was unobtainable because an instrument wasn't available from the curriculum division.

- B. The principal and staff will, during the 1982-83 school year, maintain a log on how instructional time was used, as documented by weekly reports on file in the principal's office.

RESPONSE:

This goal became a low priority due to the fact that Washington Elementary School was scheduled to close at the end of the current school year. Therefore, the principal used valuable time available communicating with staff, parents and students the need to close Washington Elementary School and implement strategies for a smoother educational transition for Washington students who will be attending McKinley, Park Avenue and Howe schools for the 1983-84 school year. A copy of the plan that was implemented is on file in the office of the Executive Director of Elementary Education and Assistant Superintendent for Instruction.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The principal provided workshops, inservices and used pilot programs developed by the instruction division to implement a K-5 program. A list of the participants and a sample of the inservice type program used is on file in the principal's office and staff development office.

Watrous Traditional School
6430 SW 14th Street
Des Moines, IA 50315

Kenneth Hook
Principal
285-4666

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, consistent with the traditional philosophy, as documented by a report on file in the principal's office.

RESPONSE:

The principal and staff conducted a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a copy of this assessment on file in the principal's office.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

The principal presented the new K-5 program to the P.T.A. and staff during January, as documented by the signatures of those present on file in the principal's office.

- B. The principal, with the assistance of the staff, shall during the 1982-83 school year develop and utilize an instrument to survey parental attitudes toward clear and effective communications between home and school and make needed changes, as documented by a copy of the instrument and changes made on file in the principal's office.

RESPONSE:

The principal, with the assistance of the staff and P.T.A., sent a survey to all parents relative to clear and effective communication between school and home. The results of the survey along with suggested improvements are on file in the principal's office.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

Not completed this year.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program consistent with the traditional philosophy, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The principal furnished support personnel in the areas of art and math for inservice programs. The new K-5 program and the K-2 thematic program were discussed at two staff meetings.

- B. The principal, with the assistance of the staff, will during the 1982-83 school year develop a six through eight curriculum consistent with the new transitional program and the traditional philosophy, as documented by a copy of this curriculum on file in the principal's office.

RESPONSE:

The principal, two junior high teachers and the Curriculum Director met three times during the year and developed a 6-8 curriculum for Watrous Traditional School.

Willard Elementary School
2941 Dean Avenue
Des Moines, IA 50317

Keith Banwart
Principal
262-5681

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The staff completed a needs assessment survey regarding personnel support services. In addition, the principal completed and reported the results of the assessment instrument designed by the Department of Elementary Education.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

The community was invited to attend a presentation of the traditional school on January 18. The K-5 presentation was made available to the community on February 16. Signatures of those attending are on file.

- B. During the 1982-83 school year, the principal, with the assistance of the PTA, will schedule a meeting to learn about the transitional school with the principal or designee, open to all parents of fifth and sixth grade students, as documented by a list of signatures indicating persons present.

RESPONSE:

Three meetings were held for parents of fifth and sixth grade children. The dates were January 18, February 16 and March 16. A transitional school principal, counselor and coordinator explained the program to parents whose names are on file.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

This objective was not met because the assessment instruments and monitoring systems were not developed by the instructional division.

- B. The principal will, during the 1982-83 school year, schedule an inservice of Time on Task data conducted by the Department of Evaluation and Research to increase staff awareness of instructional time, as documented by a list of recommendations by May, 1983.

RESPONSE:

Time on Task inservice was conducted on April 19, 20 and 27. Recommendations are on file and plans for further inservice have been made.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

Staff attended the inservice programs developed by the instructional division on February 21. The principal, with the assistance of staff, coordinated inservice sharing, identification of needs and planning, as documented by an agenda and report of the day.

Windsor Elementary School
5912 University Avenue
Des Moines, IA 50311

John Viviano
Principal
255-3158

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the cooperation of the staff, will prior to January 15, 1983, conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

A needs assessment regarding personnel support services necessary to implement a K-5 structure was conducted and is on file.

Goal 2

- A. The principal will, during the 1982-83 school year, use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a sheet of signatures indicating persons present.

RESPONSE:

Two presentations were made concerning the K-5 program. One presentation was made to the Windsor Building Advisory Council and one to the P.T.A. Additionally a video tape explaining the K-5 curriculum was prepared by the Windsor staff and presented to the Building Advisory Council, at a new kindergarten parent meeting, at a community coffee and during the Salute to Public Education.

- B. The principal will, prior to May 15, 1983, make a public presentation to the Windsor community concerning the organization and implementation of the transitional school program. A copy of the agenda will be submitted to the Assistant Superintendent for Instruction as documentation.

RESPONSE:

A public presentation on the transitional school program was made by the principal of Merrill Transitional School to the Windsor community in October. A similar presentation was made at Merrill Transitional School in the spring and also to the Windsor staff.

Goal 3

- A. The principal, with the assistance of the staff, will during the 1982-83 school year, use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

The principal and staff of Windsor Elementary School used all assessment instruments and monitoring systems developed by the instructional division during the 1982-83 school year, to determine student achievement and effective use of student and staff time.

- B. Windsor special education teachers will, during the 1982-83 school year, participate in a districtwide staff development program to improve their on-task and instructional effectiveness. A record of successful completion of the program on file in the Office of the Director of Special Education will serve as documentation.

RESPONSE:

Windsor special education teachers participated in all districtwide staff development programs conducted by the Department of Special Education during the 1982-83 school year.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

The Windsor staff participated in all inservice programs developed by the instructional division and designed to implement a K-5 program. The staff also participated in two independent staff development inservices concerning school climate.

Woodlawn Elementary School
4000 Lower Beaver Road
Des Moines, IA 50310

Olive Devine
Principal
279-9744

The following building objectives are related to district goals:

Goal 1

- A. Prior to January 15, 1983, the principal with the cooperation of the staff, will conduct and report the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

RESPONSE:

The principal, with the cooperation of the staff, conducted and reported the results of a needs assessment regarding personnel support services necessary to implement a K-5 structure, as documented by a report on file in the principal's office.

Goal 2

- A. During the 1982-83 school year, the principal will use with the community one of four presentations developed by the elementary department concerning a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by a list of signatures indicating persons present.

RESPONSE:

The principal used the presentation on the K-5 program at an evening P.T.A. meeting for the combined Samuelson-Woodlawn parent group, as documented by a list of signatures indicating persons present.

Goal 3

- A. During the 1982-83 school year, the principal with the assistance of the staff, will use the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by a description of how the instruments and systems were used and the results gained.

RESPONSE:

Since the assessment instruments and monitoring systems to determine student achievement and effective use of staff and student time were not developed by the instructional division, this objective was not achieved.

- B. The principal, with the assistance of the staff, will implement the Assertive Discipline Program by September 15, 1982, as documented by a plan on file in the principal's office.

RESPONSE:

The principal, with the assistance of the staff, implemented the Assertive Discipline Program on August 26, 1982, the first day of the school year, as documented by the plan on file in the principal's office.

- C. The principal will use, with the staff, prior to November 1, 1982, the "Planning for Effective Instruction" tapes and transparencies, as documented by a report on the inservice session on file in the principal's office.

RESPONSE:

The principal used with the staff at a meeting on August 24, 1982, the "Planning for Effective Instruction" tapes and transparencies, as documented by a report on the inservice session on file in the principal's office.

Goal 4

- A. During the 1982-83 school year, the principal will provide adequate supervisory support and will use inservice programs developed by the instructional division to implement a K-5 program, as documented by a report describing what supervisory support was provided and how inservice programs were used.

RESPONSE:

During the 1982-83 school year, the principal provided the following inservice meetings concerning the K-5 program:
1) January 19, 1983, showed and discussed the K-5 program transparencies developed by the elementary department;
2) February 21, 1983, began specific planning for K-5 program at Woodlawn for the 1983-84 term; and 3) March 30, 1983, combined Woodlawn-Samuelson staff meeting on implications of K-5 program at Woodlawn for the 1983-84 term.

Wright Elementary School
5001 SW 14th Street
Des Moines, IA 50315

Sharon Talerico
Principal
285-5348

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of the staff, shall prior to February, 1983, conduct a support services needs assessment for the K-5 structure, as documented by a report of the results on file in the principal's office.

RESPONSE:

The principal, with the assistance of the staff, conducted a support services needs assessment for the K-5 structure through an inservice on the implications for Wright Elementary School and by completing a support services needs assessment survey developed by the Elementary Department.

Goal 2

- A. The principal, with the assistance of the staff, shall during the 1982-83 school year, develop and utilize an instrument which will survey parental attitudes toward clear and effective communications between home and school and make needed changes, as documented by a copy of the instrument and changes made on file in the principal's office.

RESPONSE:

The principal, with the assistance of the staff, developed and utilized a survey on parental attitudes toward clear and effective communications. One hundred eighty-six families responded to the survey given during the March conferences. The results were discussed at the March P.T.A. and Building Advisory Council meetings, at staff meetings, and were published in the April P.T.A. Bulletin. Several suggestions were implemented this year.

- B. The principal shall, during the 1982-83 school year, utilize with the Wright Elementary School community one of four presentations developed by the elementary department relative to a K-5 program, support services to students, alternative schools available to parents, and classroom instruction, as documented by an attendance roster and a description of the presentation on file in the principal's office.

RESPONSE:

The principal did utilize a presentation on the K-5 structure developed by the elementary department, during the April P.T.A. meeting. The presentation was also utilized with the Wright staff prior to the February 21 inservice.

Goal 3

- A. The principal, with the assistance of the staff and Building Advisory Committee members, shall develop and implement by November, 1982, a homework policy consistent with the district's statement and reflecting the Wright community's needs, as documented by a copy of the plan on file in the principal's office.

RESPONSE:

The principal, with the assistance of representatives from the staff and Building Advisory Council, did develop a homework policy that reflected the needs of our own community and was in conjunction with the district's philosophy. Implementation of the homework policy began during the November conferences with parents and reflected the individual needs of each grade level.

- B. The principal, with the assistance of the staff, shall during the 1982-83 school year utilize the assessment instruments and monitoring systems developed by the instructional division to determine student achievement and effective use of staff and student time, as documented by the instruments used and a description of the monitoring system on file in the principal's office.

RESPONSE:

The instructional division was unable to provide the assessment instrument necessary to achieve this objective.

Goal 4

- A. The principal, during the 1982-83 school year, shall provide adequate supervisory and inservice support, as developed by the instructional division to implement a K-5 program, as documented by a description of the support provided and inservice programs utilized on file in the principal's office.

RESPONSE:

The principal did provide adequate supervisory and inservice support to implement a K-5 program through inservices at the building level and district level which dealt with a presentation of the K-5 structure, implications for Wright Elementary School, K-2 thematic units, the implementation of new language and social science textbooks, and subject area inservices.

Brody Junior High School
2501 Park Avenue
Des Moines, IA 50321

Richard E. Tuller
Principal
244-7129

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of the Executive Director of Secondary Education, Curriculum Director, and Director of Special Education, will develop a five year plan proposing the future direction of the Brody instructional, guidance and other support programs, evidenced by the written plan on file with the Executive Director of Secondary Education by May 1, 1983.

RESPONSE:

This objective was not completed by May 1, 1983. Rather, a more definitive objective has been written pertaining to district goal 5 for 1983-84.

Goal 2

The principal, with the assistance of the Brody Faculty-Advisory Council, will develop a written plan designed to raise the level of public understanding and support, as evidenced by the plan on file in the principal's office and with the Executive Director of Secondary Education by December 15, 1982.

RESPONSE:

This objective was completed. A written plan was developed and followed during the course of the year.

Goal 3

During the 1982-83 school year the principal, with the assistance of the Brody faculty, will administer prescribed curriculum assessment instruments and monitoring systems to determine student achievement and the effective use of student and teacher time, as documented by the results on file in the principal's office.

RESPONSE:

Curriculum assessment instruments and monitoring systems were not available for use during this past year. However, the Iowa Tests of Basic Skills and Iowa Tests of Educational Development results were analyzed.

Goal 4

By October 1, 1982, the principal, with the assistance from the Brody Transitional School cadre, will develop a written plan describing inservice activities for a 6-8 program structure, to be implemented during the 1983-84 school year, as documented by the plan on file in the Brody principal's office.

RESPONSE:

The Brody Transitional School cadre developed a plan to provide inservice for the staff pertaining to the 6-8 program structure of the transitional school.

Goal 5

During the 1982-83 school year the Brody principal, under the direction of the Executive Director of Secondary Education, will implement delivery systems for vocational/technical education and a 6-8 grade transitional school program, as documented by reports submitted to the Executive Director of Secondary Education.

RESPONSE:

During the 1982-83 school year, activities necessary to implement the vocational/technical education and 6-8 transitional school have been completed.

Callanan Junior High School
3010 Center Street
Des Moines, IA 50312

Marian L. Ehlers
Principal
255-3147

The following building objectives are related to district goals:

Goal 1

- A. Under the direction of the principal, the Callanan Curriculum Cadre (C.C.C.) will set up three committees by the end of the first semester to outline a five year plan for development of curriculum, guidance and support program, as documented by bimonthly minutes of C.C.C. and reports of the subcommittees filed in the principal's office.

RESPONSE:

Three committees in the area of curriculum guidance and special education wrote a five year plan covering seven areas. The plan was distributed to staff and is on file in the principal's office.

Goal 2

- A. Under the direction of the principal, the Building Advisory Council will identify by September 15 and implement additional projects throughout the year to accompany those on-going projects that will improve the level of understanding of Callanan patrons, as documented in the monthly Building Advisory Council minutes filed in the principal's office.

RESPONSE:

Along with the ongoing projects of previous years, the Building Advisory Council established a telephone tree and set up a parent committee to plan parent meetings as a way of involving the Callanan community in the school programs. Copies of the Building Advisory Council minutes and letters to parents are on file in the principal's office.

Goal 3

- A. Under the direction of the principal, the Callanan staff will implement the assessment and monitoring systems developed by the Instructional Division, as documented by the reports submitted to the Executive Director of Secondary Education by May, 1983.

RESPONSE:

The staff in basic skills subject matter gave pre and posttests to measure student achievement. The special education department used IEP's to monitor student progress. The Iowa Tests of Basic Skills scores were used by the Callanan Curriculum Cadre to assess overall strength and weakness of the Callanan curriculum.

- B. Under the direction of the principal, each department for which districtwide objectives have been written will do curriculum mapping for the objectives, as documented by the mapping schedule submitted by the principal by May, 1983, and on file in the office.

RESPONSE:

Each department allotted specific time units and identified units to meet districtwide objectives, as documented by reports submitted to the principal.

Goal 4

- A. Under the direction of the principal, the Callanan Curriculum Cadre (C.C.C.) will plan inservice meetings for the faculty that will implement the goals and objectives of the 6-8 steering committee, as documented by the minutes of C.C.C. and reports to the Executive Director of Secondary Education on file in the principal's office in May, 1983.

RESPONSE:

The Callanan Curriculum Cadre planned three inservice staff meetings to prepare for the transitional school curriculum. Copies of the Callanan Curriculum Cadre minutes and the programs are filed in the principal's office with copies sent to the Executive Director of Secondary Education.

- B. During the 1982-83 school year, the principal, with the assistance of the Callanan staff, will establish Home Unit Group advisee program for every student, as documented by the roll of students and curriculum on file in the principal's office.

RESPONSE:

A Home Unit Group advisee program was established. The original curriculum and the revisions for 1983-84 and a student roster of assignments are on file in the principal's office.

Goal 5

- A. Under the direction of the principal, the staff will plan units and activities that will provide information about and instruction for vocational/technical education, as documented by a detailed description of those units and activities on file in the principal's office by October, 1982.

RESPONSE:

Each staff member submitted a detailed career education unit for instruction during the first semester; the second semester each staff member planned an individual shadowing experience and/or a field trip to a business for every student in the building. The detailed description of units and activities are on file in the principal's office.

Douglass Learning Center
2430 E University Avenue
Des Moines, IA 50317

Richard E. Peters
Principal
263-1232

The following building objectives are related to district goals:

Goal 1

The Douglass Learning Center's principal, student affairs coordinator, pupil services coordinator, and Douglass Learning Center staff shall develop a five year plan proposing the future direction of the instructional, guidance and other support programs related to the operation of Douglass Learning Center and present this plan to the Executive Director of Secondary Education for his approval by January 31, 1983.

RESPONSE:

The principal, with the assistance of the student affairs coordinator, pupil services coordinator and the staff, did establish a five year plan. This plan was presented and approved by the Executive Director of Secondary Education on January 31, 1983

Goal 2

The Douglass Learning Center's principal, student affairs coordinator, pupil services coordinator, and Douglass Learning Center staff shall develop plans to improve the level of understanding and support by the public of Douglass Learning Center and present those plans to the Executive Director of Secondary Education for his approval by January 31, 1983.

RESPONSE:

The principal, with the assistance of the student affairs coordinator, pupil services coordinator and the staff, did develop plans to improve the level of understanding and support by the public by January 31, 1983. These plans were presented to the Executive Director of Secondary Education and were approved.

Goal 3

The Douglass Learning Center's principal, student affairs coordinator, pupil services coordinator, and Douglass Learning Center staff shall utilize the assessment instrument and monitoring system to determine Douglass Learning Center student achievement, during the 1982-83 school year, as documented by a detailed description of the instrument and monitoring system on file in the principal's office.

RESPONSE:

The principal, with the assistance of the student affairs coordinator, pupil services coordinator and the staff, utilized the following assessment instruments. Stanford Diagnostic Reading Test (brown level), Iowa Tests of Basic Skills, Iowa Tests of Educational Development in determining student achievements during the 1982-83 school year.

Goal 4

The Douglass Learning Center's principal, student affairs coordinator, pupil services coordinator, shall plan inservice for the staff to implement a 7-10 program, as documented by a description of activities conducted, which will be on file in the principal's office by October 29, 1982.

RESPONSE:

The principal, with the assistance of the student affairs coordinator and pupil services coordinator, met with the staff four times during the months of September and October of 1982 and developed a seventh through tenth grade program. The results and description of these meetings are on file in the principal's office.

Goal 5

The Douglass Learning Center's principal, student affairs coordinator, pupil services coordinator, and staff shall plan and implement detailed plans for the new delivery system for vocational/technical education at Douglass Learning Center, as documented by a description of the plan on file in the Executive Director of Secondary Education's office by January 31, 1983.

RESPONSE:

The principal, with the assistance of the student affairs coordinator, pupil services coordinator and the staff, did develop a detailed plan for vocational/technical education for Douglass Learning Center students. The description of the plan is on file with the Executive Director of Secondary Education. The plan was not completely implemented because of room space and budget limitations.

Goodrell Junior High School
3300 E 29th Street
Des Moines, IA 50317

William McCollaugh
Principal
265-6051

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of department chairpersons and the pupil services coordinator, will develop a five year plan proposing the future direction of the instructional, guidance and support programs. This will be documented by a written copy of the plan on file with the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

Development of the five year plan ranges from implementation of the transitional school curriculum in 1983-84 to an overall program evaluation in 1987-88. During this time frame plans have been made to revise the teacher-advisor program to include a specific program for sixth and seventh grades, to develop a group guidance program, and to study the expansion of interdisciplinary team teaching and departmentalization of the special education programs.

Goal 2

The principal, with the assistance of the staff, will improve the level of public understanding and support through the distribution of the monthly newspaper to all Goodrell parents, submitting articles to the Lee Town News, and the use of "Something Good is Happening" cards to recognize student achievement. This will be documented by copies of newspapers, clippings and names of students on file in the principal's office by May 31, 1983.

RESPONSE:

The school newspaper and the Building Advisory Council minutes were mailed monthly to the parents of all Goodrell students. The instructional staff also mailed "Something Good is Happening" cards to parents of students who had displayed reasons for commendation. The general feedback on these mailings indicated that the information was well received and should be continued.

Goal 3

The principal, assisted by a faculty designee, will hold inservice sessions with the staff during 1982-83 to insure the use of curriculum assessment instruments and monitoring systems, developed by the instructional division, to determine student achievement and effective use of staff and student time. This will be documented by a written summary of the meetings, placed on file in the principal's office by May 31, 1983.

RESPONSE:

Analysis of Iowa Tests of Basic Skills results for 1982 indicated that present eighth graders had improved their composite score by seven percentage points over their scores as seventh graders. There was also an improvement in overall scores in 10 of the 11 subtests. These test scores would indicate improvement in student achievement and effective use of staff time.

Goal 4

The principal, with the assistance of the Curriculum and Staff Development Committees, will provide on-going inservice to the staff in support and implementation of the 6-8 transitional school. This will be documented by a summary of the meetings placed on file in the principal's office by May 1, 1983.

RESPONSE:

Inservice sessions for staff members included visiting elementary classrooms, attendance for the Curriculum Development Committee at the National Middle School Convention, orientation for staff on the writing and implementing of a new teacher-advisor program, development of the seven period day, and the structure for a Basic Skills, Exploratory and Personal Development curriculum.

Goal 5

The principal, with the assistance of the staff, will modify the curriculum for the 1982-83 school year to include an experimental program which will block one section of eighth grade English and social science classes into a two hour interdisciplinary teaming approach. This will be documented by the teachers' year end written evaluation of the program on file in the principals's office by May 31, 1983.

RESPONSE:

The first year was an initial step in the process of development in interdisciplinary approach to teaching English and social science. Both large and small leveling groups were used. Some common assignments were jointly graded. The teachers' overall evaluation was positive and, based upon this evaluation, the program will be continued in 1983-84.

Harding Junior High School
203 E Euclid Avenue
Des Moines, IA 50313

Robert Donly
Principal
244-9189

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of the guidance department, staff, and support personnel, shall develop a five year plan by May 31, 1983, as documented by the written plan on file in the principal's office.

RESPONSE:

A five year plan has been prepared and is on file; revisions will be made as needed. We consider our plan to be a plan for improvement.

Goal 2

The principal, with the assistance of the staff, shall plan and implement a seventh and eighth grade parent-teacher-student social night in September, 1982, as documented by an attendance record on file in the principal's office.

RESPONSE:

A seventh grade social and an eighth grade social were held in October rather than September. In September an open house was held and was well attended. The October socials were very sparsely attended, it is believed, because many parents work.

Goal 3

During the 1982-83 school year, the principal will utilize district curriculum assessment instruments and monitoring systems, when they become available, to determine student achievement toward district objectives, as documented by pre and posttests provided by the district which will be on file in the principal's office.

RESPONSE:

District tests were administered as scheduled. Pretests and posttests were available in seventh grade social science. We continue to show improvement but far more is needed. Student motivation to learn is a problem.

Goal 4

During the 1982-83 school year, the principal, with the assistance of the staff, will provide adequate time at faculty meetings and/or inservice days for the purpose of discussion and viewing of materials relevant to the 6-8 grade structure. This will be documented by filing a brief report in the principal's office after each session.

RESPONSE:

The 6-8 program was discussed periodically throughout the year. Staff members took an active part with others across the district in preparing for the implementation of the transitional school program. Inservice time was devoted primarily to TA concerns.

Goal 5

The principal, with the assistance of the staff and support personnel, will develop detailed plans for the new delivery system for the transitional school, as documented by the written plans on file in the principal's office by May 31, 1983.

RESPONSE:

The assignment of personnel to the respective courses to be taught is in progress. A time schedule for the delivery of the courses, including TA and lunch time, has been prepared.

Hiatt Junior High School
1214 E 15th Street
Des Moines, IA 50316

Carl S. Millsap
Principal
266-3129

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of the faculty, will secure enrollment data from the feeder elementary schools for grades one through six in the spring of 1982, fall of 1982 and spring of 1983, and develop a five year enrollment projection. This projection will be on file in the principal's office by April 30, 1983.

RESPONSE:

Completed.

- B. The principal, with the assistance of the faculty, students and parents, will plan and implement an Orientation Day for the incoming fifth and sixth grade students in the spring of 1983. This will be documented by a copy of the written plans on file in the principal's office by March 31, 1983.

RESPONSE:

Completed and carried out on April 29, 1983.

- C. The principal, with the assistance of the faculty, students and parents, will plan curriculum changes to occur over the next five years to meet district directives for the transitional school. This plan will be on file in the principal's office by February 28, 1983.

RESPONSE:

Developed for three years.

Goal 2

- A. The principal with the assistance of the faculty will publish a monthly calendar of events in the Newsletter, place articles in the Lee Town News on a biweekly basis, submit three items for publication in Chalk Talk, and contact media for coverage of three major school events during the 1982-83 school year. Documentation will be records kept in a folder in the principal's office.

RESPONSE:

All completed except only two articles submitted to Chalk Talk.

Goal 3

- A. The principal, with the assistance of the Amos Hiatt staff, will participate in curriculum mapping to demonstrate when course objectives will be taught and when they were actually introduced to students. A curriculum mapping form will be completed by all teachers and submitted to the principal on week 10, week 19, week 28 and week 36, as documented by the forms on file in the principal's office by May 31, 1983.

RESPONSE:

Completed by 90 percent of teachers at this writing (5-26-83).

Goal 4

- A. During the 1982-83 school year, the building principal, working with the staff, parents and students, will provide bimonthly inservice programs to implement the 6-8 program. Documentation will be a description of the inservice programs conducted on file in the principal's office.

RESPONSE:

Inservice sessions were conducted on October 20, 1982, December 9, 1982, and February 13, 1983, and during April (small groups to cover all faculty members).

Hoyt Middle School
2700 E 42nd Street
Des Moines, IA 50317

Betty J. Hyde
Principal
265-7395

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of the Instructional Improvement Committee, will develop a five year plan proposing the future direction of Hoyt school's instructional, guidance and other support programs, as documented by written plans on file in the principal's office and with the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

A five year plan was developed by the principal and the Hoyt Instructional Improvement Committee and submitted to the Executive Director of Secondary Education on April 25, 1983. Major areas of focus for 1983-88 will be as follows: instructional guidance, inservice, cocurricular activities, evaluation, administration and community.

Goal 2

The principal, with the assistance of the Hoyt faculty, PTA and Building Advisory Council, will develop plans to improve the level of understanding and support by the public, documented by a listing and description of vehicles employed and filed in the office of the principal and the Executive Director of Secondary Education by November 1, 1982.

RESPONSE:

A listing of vehicles to be used by the Hoyt staff to improve the level of understanding and support by the public was compiled, based on input from the faculty, the P.T.A. and the Building Advisory Council and filed with the principal and the Executive Director of Secondary Education by November 1, 1982. Supplementary data on file describes the successful utilization of public information vehicle recommended by various Hoyt groups.

Goal 3

The principal, with the assistance of the Instructional Improvement Committee, will utilize curriculum assessment instruments and monitoring systems to gauge the effectiveness of the Hoyt programs, as documented by the report of findings on file in the principal's office and with the Executive Director of Secondary Education, by June 1, 1983.

RESPONSE:

An instrument developed by the National Institute for the Study of Evaluation and modified by the Hoyt Instructional Improvement Committee was administered to 20 percent of the student and parent population and the instructional staff in February, 1983. A panel composed of a parent, a student, a teacher, all selected at random, the pupil services coordinator and the principal reviewed the data and prepared recommendations for consideration during the 1983-84 school year. The report and the recommendations are on file in the principal's office and with the Executive Director of Secondary Education.

Goal 4

The principal, with the assistance of the Instructional Improvement Committee and the Inservice Committee, will utilize district supervisory and inservice assistance to implement a 6-8 program, as documented by a report of building activities on file in the principal's office and with the Executive Director of Secondary Education by June 1, 1983.

RESPONSE:

Fourteen staff members were involved in one or all of the following activities designed to implement the transitional school program for the fall of 1983: district curriculum development committee, district inservice meetings and pilot programs for teaching units selected subject matter areas. Building inservice programs were held in February and April. Documentation is on file in the principal's office and with the Executive Director of Secondary Education.

Goal 5

The principal, with the assistance of the Hoyt staff, will develop detailed plans for making students aware of vocational/technical offerings of the Des Moines Independent Community School District, as documented by the plans on file with the principal and with the Executive Director of Secondary Education by June 1, 1983.

RESPONSE:

During the 1983-84 school year, students were made aware of vocational/technical offerings of the Des Moines Independent Community School District through field trips, visits by North/Tech counselors to all eighth grade social studies classes, a night parent meeting, and a variety of speakers and activities. The Executive Director of Secondary Education, the Industrial Arts Supervisor and a Tech High Vice Principal gave a presentation on the Central Campus curriculum to the staff. Documentation of activities is on file in the principal's office and with the Executive Director of Secondary Education.

McCombs Junior High School
201 SW County Line Road
Des Moines, IA 50315

Jerry D. Stilwell
Principal
287-2565

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of the instructional, counseling and support personnel departments, will develop a five year plan for the implementation of a study skills and teacher-advisee program for Grades 7-8. The program will be documented by written plans on file in the principal's office by January 31 of each year of the five year period.

RESPONSE:

A five year plan for the implementation of study skills and teacher-advisor program was completed by the established deadline. The plan is being updated for the 1983-84 school year as part of the five year continuation, as outlined in the goal statement.

Goal 2

The principal, assisted by the special education and talented and gifted teachers, will organize parent advisory groups for the Special Education and Talented and Gifted programs prior to the completion of the first month of the school year. Documentation of the advisory group meetings will be on file in the principal's office by May 1, 1983.

RESPONSE:

A parent advisory group for Talented and Gifted program was formed at the beginning of the school year and one meeting each semester was held. The Special Education Advisory Group was not formed.

Goal 3

During the first semester the principal will assess each classroom teacher's effective use of time by documenting the student's academically engaged time and/or time on task. Written documentation of the analysis will be on file in the principal's office by January 31, 1983.

RESPONSE:

Due to a change in time commitments, only those teachers formally evaluated were included in the study of student's time on task. This assessment was done on each evaluated teacher and became a part of the evaluation record.

Goal 4

The principal, with the assistance of the building Inservice Committee, will develop a calendar of inservice activities that will assist in the implementation of the 6-8 program. The plan will be documented and on file in the principal's office by November 1, 1982.

RESPONSE:

The inservice calendar was developed by a staff committee at the beginning of the school year and updated at regular intervals.

Goal 5

The principal, with the assistance of the seventh and eighth grade team leaders, will develop the plans for the program structure of the McCombs Transitional School program by November 1, 1982, with documentation on file in the principal's office by January 31, 1983.

RESPONSE:

Regular staff meetings were held during the school year where discussion of the structure and program of the transitional school were the main topics. Special projects involving the seventh and eighth grade team leaders were also conducted - teacher-advisory program, study skills program and homework policies.

Meredith Junior High School
4827 Madison Avenue
Des Moines, IA 50310

Lacey Spriggs
Principal
276-4967

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of the administration, will complete a five year plan which will specify the plans proposing the future directions of the instructional, guidance and other support programs. This plan will be submitted to the Executive Director of Secondary Education prior to May 31, 1983.

RESPONSE:

The principal and staff at Meredith Junior High have completed objectives through 1988 in the areas of instructional programs, guidance and support programs and the plan is on file with the Executive Director of Secondary Education.

Goal 2

The principal, with the assistance of the administration, shall improve the level of understanding and support by the public by developing a program of activities by October 15, 1982, as documented by a written plan on file in the principal's office.

RESPONSE:

The plan to develop public understanding has been developed and the activities which include written communication, oral and visual presentations, is on file in the Meredith principal's office.

Goal 3

The principal, with the assistance of the administration, shall utilize curriculum assessment instruments to determine student achievement of district objectives and effective use of staff and student time, as documented by the results on file in the principal's office by May 31, 1983.

RESPONSE:

The staff and students at Meredith Junior High School have been involved in curriculum assessments in the academic areas of math, language arts, algebra, life science, world geography, and social science. The results of these assessments are available either with the Department of Evaluation and Research or the heads of departments at Meredith Junior High School.

Goal 4

The principal, with the assistance of the administration, shall provide inservice activities to facilitate the organizational change to Grades 6-8 during the 1982-83 school year. A record of these activities shall be on file in the principal's office.

RESPONSE:

The inservice activities to facilitate the changing from the junior high philosophy to the transitional school philosophy will be an ongoing activity. Many activities were completed during the school year 1982-83 and the dates and the agenda are on file in the principal's office.

Goal 5

The principal, with the assistance of the administration, shall work to implement the plans developed by the transitional school committee and adopted by the Board of Education. This plan shall be in effect the fall semester of 1983, as evidenced by the schedule of activities on file in the principal's office.

RESPONSE:

The plans to implement the transitional school philosophy have been completed. These plans call for many ongoing planning sessions and inservice activities for the teachers. Copies of the plans for completed activities as well as plans for projected activities are on file in the principal's office.

Merrill Junior High School
5301 Grand Avenue
Des Moines, IA 50312

John I. Barrett
Principal
274-3441

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of the Executive Director of Secondary Education, will develop a plan relating to the future direction of the instructional, guidance, and support programs of Merrill Junior High School, as evidenced by the plan on file in the Office of the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

A four year plan in the areas of instruction, guidance, program of studies, community relations and administration at Merrill Transitional School was submitted to the Executive Director of Secondary Education prior to May 31, 1983.

Goal 2

The principal will conduct an information meeting for parents about the curriculum of the new transitional school and the procedures for orienting the incoming sixth and seventh grade students, in each feeder elementary school, by February 15, 1983, as evidenced by a plan for each meeting on file in the principal's office.

RESPONSE:

The new transitional program was introduced to elementary teachers and parents in separate meetings at Hanawalt, Hillis, Hubbell, and Windsor prior to February 1, 1983. Orientation plans were carried out during the school day for 395 fifth and sixth graders at Merrill on April 6, 13, and 20.

Goal 3

The principal will utilize at least one of the assessment instruments developed by the instructional division to determine student achievement and/or effective use of staff and student time by May 31, 1983, as evidenced by a copy of the results sent to the Executive Director of Secondary Education.

RESPONSE:

Special assessment instruments were not developed by the instructional division. However, the results of the Iowa Tests of Basic Skills were analyzed and a record of student time on task was a part of the teacher evaluation process.

Goal 4

The principal, with the assistance of the Inservice Committee, will plan and carry out at least three inservice activities for teachers concerning implementation of the Transitional School, based on recommendations from the Six-Eight Curriculum Committee, by April 1, 1983, as evidenced by a description of each activity sent to the Executive Director of Secondary Education.

RESPONSE:

Inservice was conducted for the teachers introducing them to the new transitional school in three meetings and providing information on Interdisciplinary Team Organization, Mastery Team Learning, Madeline Hunter Teaching Model, and education implications on recent research on brain growth.

Goal 5

The principal, with the assistance of the school Teacher/Advisor Committee, will prepare at least six lessons for sixth grade students, providing an earlier introduction to the many opportunities in vocational/technical education available at the high school level, by May 31, 1983, as evidenced by a copy of the lessons on file in the principal's office.

RESPONSE:

This goal was not completed as Merrill was advised that the district emphasis on vocational/technical education would be placed at the eighth grade level in the T/A program and in the ninth grade in introductory courses.

Ruby Van Meter School
710 - 28th Street
Des Moines, IA 50312

Jerry Caster
Principal
274-3873

The following building objectives are related to district goals:

Goal 1

- A. The principal, with the assistance of the staff, shall develop a five year plan proposing the future direction of the instructional and support programs, as documented by the written plans on file with the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

A written plan is on file with the Executive Director of Secondary Education.

- B. The principal, with the assistance of the staff, will study the need for improved assessment in self-help skills, sex education information, communication skills, math at the prevocational and vocational levels, and ancillary instruction. A report of plans and activities for improved assessment will be on file in the principal's office by May 31, 1983.

RESPONSE:

The need for improved assessment was reviewed in each of the above areas. Revision in the area of sex education assessment has already begun. A revised math assessment will be developed next year. All other areas are currently satisfactory, but may be modified later to make them more compatible for use with a microcomputer.

Goal 2

- A. The principal, with the assistance of the staff, shall develop plans to improve the level of understanding and support by the public, as documented by descriptions of the plans on file with the Executive Director of Secondary Education by January 31, 1983.

RESPONSE:

A written plan is on file with the Executive Director of Secondary Education. This will continue to be a goal of the school.

Goal 3

- A. The principal and developmental level teachers, with the assistance of the supervisor of mental disabilities, will review curriculum sequences currently available for severely and profoundly handicapped students. A description of the review process along with curriculum recommendations will be on file in the principal's office by May 23, 1983.

RESPONSE:

The review process has been completed and is on file in the principal's office. A 1983-84 building objective is to develop a written philosophy and a curricular format by the end of the first semester.

Goal 5

- A. The principal, with the assistance of the staff, will review the existing vocational education program. Information and recommendations will be on file in the principal's office by December 1, 1982.

RESPONSE:

Information and recommendations are on file in the principal's office. A committee has been established to identify methods of increasing out-of-building training for students.

Weeks Junior High School
901 SE Park Avenue
Des Moines, IA 50315

Wendell E. Miskimins
Principal
288-6755

The following building objectives are related to district goals:

Goal 1

The principal shall assist the staff to develop a plan proposing the future direction of the instructional, guidance and other support programs, as documented by the written plans on file with the principal by May 1, 1983.

RESPONSE:

Team, department, and staff met monthly to plan the future of transitional school curriculum and TA program for Weeks. A copy of the material is on file in the principal's office.

Goal 2

The principal, with the assistance of building staff, shall develop plans to improve the level of understanding and support by the public, as documented by descriptions of the plans on file with the principal by December 1, 1982.

RESPONSE:

The principal and staff worked to improve the monthly newsletter to give understanding and support to public needs of education. Weeks also provided four nights of programs giving the public added information about their schools and programs. Copies of newsletters and programs are on file in the principal's office.

Goal 3

The principal, with the assistance of the team leader and chair-people, will complete the development of measurable educational objectives for all appropriate programs by December 1, 1982, as documented by the lists of objectives for each program on file in the principal's office.

RESPONSE:

Each department has filed measurable educational objectives for all appropriate programs with the principal.

Goal 4

The principal, with the assistance of his vice principals, will provide, during the 1982-83 school year, adequate supervisory and inservice support to implement a 6-8 program, as documented by a description of activities on file in the principal's office.

RESPONSE:

The 6-8 grade program received from the administration four faculty meetings and two half days of inservice program time. Names of speakers and programs are on file in the principal's office.

Goal 5

The principal, with the assistance of the team leader and chairpeople, will prepare plans to implement vocational/technical educational service in the transitional school, as documented by a description of the plan on file in the principal's office by May, 1983.

RESPONSE:

The principal, team leaders, and chairpeople developed a five year plan to implement vocational/technical education along with other curriculum needs and evaluations. Plans are on file with the principal.

East High School
815 E 13th Street
Des Moines, IA 50316

Barbara L. Prior
Principal
265-0335

The following building objectives are related to district goals:

Goal 1

- A. In January, 1983, the principal will be responsible for providing a meeting with the senior high school staff and the staffs of the feeder schools to coordinate curriculum, course offerings, orientation and exploratory courses for the Resource Center and establishing criteria for the shape of the instructional, guidance and support programs in the future, documented by copies of proposed long-range plans for improvement developed in each content area and submitted to the Executive Director of Secondary Education.

RESPONSE:

On March 9, 1983, a combined meeting of the East High School staff, staff of Hoyt, Hiatt and Goodrell Junior High Schools was held at East High School. Agendas were prepared for each department's meeting to which subject area supervisors were invited. Summaries were written for each department, compiled into one report and forwarded to the Executive Director of Secondary Education and the Director of Curriculum.

- B. The principal, with the assistance of the counseling staff, will provide a structure through which students will receive individual assistance and guidance in conducting their school lives and in planning their schedules on a continuing basis. Teacher-advisor sessions will begin August, 1983, as documented by a file developed for each student by his/her contact teacher.

RESPONSE:

A plan is being developed to enlist the aid of senior peer-helpers to assist the counseling staff in providing each student with individual guidance in course selection. Although a variety of methods has been examined, the 500 plus counselor load prevents him/her from accomplishing this goal unassisted.

Goal 2

- A. The Parent Teacher Student Association Bulletin Committee will contact the publisher of Lee Town News for the purpose of inserting the PTSA Bulletin in that publication the first issue of each month beginning with the September, 1982, issue. Printed copies of each issue will be on file in Room 656 and in the principal's office.

RESPONSE:

After investigating the cost of implementation of Objective 2 A, an alternative plan of complete revision of the PTSA Bulletin, Scarlet Communique was accomplished. The result is a more attractive, more readable and more informative publication that is mailed to every home four times a year. Selected articles are reprinted in the Lee Town News.

Goal 3

- A. The principal, with a committee of faculty from each subject area, will implement during the 1983-84 school year, the curriculum assessment instruments and monitoring systems to determine student achievement and effective use of staff and student time which the Instructional Division Director's will have developed during the 1982-83 school year, as documented by annual evaluations of the instruments on file in the principal's office.

RESPONSE:

The immediate necessity of focusing our efforts on developing curriculum related to the transitional school and the Central Campus, prevented full implementation of a formal curriculum assessment instrument during the 1982-83 school year. Major efforts are, however, being made to establish assessment criteria as departments work to write curriculum objectives.

- B. During the 1982-83 school year, the principal with the assistance of the Director of Intercultural Programs, will provide the East High staff with a series of inservice meetings designed to improve school climate and discipline and effectiveness, as evidenced by an audit of building needs and programs directed toward meeting those needs written, implemented and evaluated by June, 1983. Programs will be on file in the principal's office.

RESPONSE:

Two Building Climate inservice meetings have been provided the entire East High School staff, with several additional meetings of the Steering Committee. Students have been selected to work with the staff on climate needs as identified through the "Discipline Organization Effectiveness Inventory." The program will continue through the 1983-84 school year.

Goal 4

- A. During the 1982-83 school year, the principal will work with the appropriate Directors of the Instructional Division, to provide adequate supervisory and inservice support to implement the 9-12 program, as documented by a description of activities conducted on file in the principal's office and in the Office of the Assistant Superintendent.

RESPONSE:

Major emphasis has been placed in the areas of course development and modification particularly at the ninth grade level in the areas of industrial arts and business. The total staff and Students In Leadership will work toward an effective orientation program for in-coming ninth graders for August, 1983.

Goal 5

- A. The principal shall, with the assistance of appropriate staff, utilize detailed plans to write systemwide curriculum guides for standardizing prevocational subjects. Standardized written curriculum guides will be completed for all prevocational/technical courses of study by January 31, 1983, and filed with the Executive Director of Secondary Education.

RESPONSE:

District committees with representation from East High School have been charged with the task of developing common course numbers, titles and descriptions. The complexity of the task has delayed completion of the coordinated effort. The new target date for all senior high school standardized curriculum guides is spring, 1984.

Greater Des Moines Education Centers
1801 - 16th and 1000 SW Porter
Des Moines, Iowa

Vincent Scavo, Principal
Michael Loffredo, North
Center Building Admin.

The following building objectives are related to district goals:

Goal 1

- A. The principal, in conjunction with the vice principal, shall assist the School Improvement Steering Committee in conducting a needs assessment targeted at determining recommendations for future program direction, as documented by the written plans on file in the principal's office by May 31, 1983.

RESPONSE:

An examination visit by the North Central Association provided the school with recommendation for future program direction. A copy of their report is on file in the principal's office. In addition a districtwide Alternative Schools Study Committee formulated recommendations providing the school with future direction based on district needs.

Goal 2

- A. The principal shall direct the guidance department to develop a narrated slide presentation of the total school program for use with parents, community, organizations, and student applicants prior to October 30, 1982, as documented by the audio-visual program placed in the principal's office.

RESPONSE:

The Greater Des Moines Education Center guidance department, with the assistance of the Curriculum Service Center completed a narrated slide presentation describing the schools total program. The presentation has been used with students, parents, educational groups and community organizations during the 1982-83 school year.

- B. The principal shall direct the Career Education Resource Team to develop an audio-visual presentation of the school's multi-faceted career education program for use with various business groups, parents, and students prior to September 30, 1982, as documented by the completed presentation placed in the principal's office.

RESPONSE:

The school's Career Education Resource Team with the assistance of the Curriculum Service Center completed an audio-visual presentation describing the school's comprehensive career education program. Extensive use of the presentation has been made with students and business groups.

- C. The principal shall plan and utilize voluntary assistance from the Energy Inc. Public Relations firm in the coordination of total public relations for the school during the 1982-83 school year, as documented by meeting agenda and minutes on file in the principal's office.

RESPONSE:

Energy Inc. consulted with the Greater Des Moines Education Center in the development of a new school logo, publication of an information brochure and a regularly published newsletter during the 1982-83 school year.

Goal 3

- A. The principal or his designee shall utilize an "at task analysis" instrument for students while conducting selected classroom observations during the 1982-83 school year, as documented by the completed instruments on file in the principal's office.

RESPONSE:

An instrument concerning "task analysis" taken from "Mirrors for the Classroom" by Charles Mitsokos, were utilized while conducting selected classroom observations during the 1982-83 school year. Data were discussed with affected teachers during post observation conferences.

- B. The principal or his designee shall utilize techniques to determine "movement" and "academically engaged time" by teachers during selected classroom observation during the 1982-83 school year, as documented by the written reporting instruments on file in the principal's office.

RESPONSE:

Instruments concerning "movement" and "academically engaged time" were taken from "Mirrors for the Classroom" by Charles Mitsokos, were used while conducting selected classroom observation during the 1982-83 school year. Data were discussed with affected teachers during post observation conferences.

Goal 4

- A. The principal shall direct the School Improvement Committee to coordinate the center's present 9-12 program during the 1982-83 school year with district program modifications resulting from grade restructuring, as documented by a description of activities on file in the principal's office.

RESPONSE:

Due to the creation of two districtwide study committees charged with formulating recommendations for program grade restructuring, the school's improvement committee was not assigned this task.

Goal 5

- A. The principal shall direct the school's vocational internship coordinator to develop plans for the utilization of the district's new delivery system for vocational/technical education, as documented by the written plans on file with the principal by May 15, 1983.

RESPONSE:

The school's vocational internship coordinator, guidance counselors, and the Central Campus pupil services coordinator, developed a plan for providing resource services to Greater Des Moines Education Center students during the 1982-83 school year. Written plans are on file in the principal's office.

Hoover High School
4800 Aurora Avenue
Des Moines, IA 50310

Gerald Dockum
Principal
276-8581

The following building objectives are related to district goals:

Goal 1

The principal of Hoover High School, with the assistance of the Hoover staff, the Director of Curriculum, and the Director of Special Education, will develop a five year plan for Hoover High School outlining the future direction of the instruction, guidance and other support programs, as documented by a written copy of the plan on file in the principal's office and the Office of the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

"Future Directions - Hoover High School - 1983-88" outlines enrollment projections, physical facility needs, curriculum, guidance services, and other support programs for the five year period. A copy of the document is on file with the Executive Director of Secondary Education and in the office of the principal of Hoover High School.

Goal 2

The principal of Hoover High School, with the assistance of the Hoover staff, will develop three new strategies to accompany the on-going activities designed to improve the level of understanding and support by the public. These three new strategies, along with a listing of the on-going activities, will be documented by a description on file in the principal's office and the Office of the Executive Director of Secondary Education by January 31, 1983.

RESPONSE:

During the 1982-83 school year a special meeting for parents of all incoming ninth graders, designed to assist with parenting skills, was held; all information regarding standardized tests, scholarships, college and career opportunities was mailed to every home in the parent bulletin; and 10 displays were developed for the Salute to Education display. A list of ongoing activities is on file.

Goal 3

During the 1982-83 school year the principal of Hoover High School will prepare the Hoover staff to utilize curriculum assessment instruments and monitoring systems to determine student achievement and effective use of staff and student time as developed by the Assistant Superintendent for Instruction. Documentation will consist of an outline of the activities on file in the Hoover principal's office by May 31, 1983.

RESPONSE:

Since no curriculum assessment instruments and monitoring systems to determine student achievement and effective use of staff and student time were provided to Hoover High School, no activities for preparation of the staff were undertaken.

Goal 4

During the 1982-83 school year, the principal of Hoover High School assisted by the Steering Committee for the North Central Association evaluation, will evaluate the program of Hoover High School in preparation for the team visit in 1983-84, as documented by a copy of materials on file with the Steering Committee.

RESPONSE:

Throughout the 1982-83 school year the Steering Committee, General Committee, and Subject Area Committees for the North Central Association evaluation have coordinated a self-study for Hoover High School in preparation for the team visit in October, 1983. A copy of this material is on file in the principal's office and with the Steering Committee chairperson.

Goal 5

The principal of Hoover High School will assist with the development of plans for the new delivery system for vocational/technical education through participation on the council of principals of the Resource Center and such other special duties as assigned to develop the plans. Documentation will be the written plans on file with the Executive Director of Secondary Education by January 31, 1983.

RESPONSE:

The principal has attended 26 meetings of the council of principals for the Central Campus, 11 meetings of the advisory board for the Central Campus, and special meetings with individuals and groups as necessary. Plans that have been developed to date are on file with the Executive Director of Secondary Education.

Lincoln High School
2600 SW Ninth Street
Des Moines, IA 50315

Melvin J. Bowen
Principal
288-0255

The following building objectives are related to district goals:

Goal 1

The Lincoln High School principal, working with the Executive Director of Secondary Education, will develop a five year plan for instructional, guidance and other support programs, as documented by the written plan filed with the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

The Lincoln High School principal, working with the Lincoln High faculty, has developed a five year plan for instruction, guidance and other support programs, as documented by the written plan filed in the principal's office and with the Executive Director of Secondary Education by May 31, 1983.

Goal 2

The Lincoln High School principal, working with the Executive Director of Secondary Education, will develop plans to improve the levels of understanding and support for the school system by the public, as documented by descriptions of the plans on file with the Executive Director of Secondary Education by January 31, 1983.

RESPONSE:

The Lincoln High School principal, working with a committee of faculty members, have organized two parent-teacher conferences during the school year and have been meeting with parent groups to improve the level of understanding and support for the school system by the public. The Lincoln High Building Advisory Council has been an active organization in this group. Evidence is documented by plans on file in the offices of the principal and Executive Director of Secondary Education by January 31, 1983.

Goal 3

The Lincoln High School principal shall utilize the curriculum assessment instruments and monitoring systems to determine student achievement and effective use of staff and student times as developed by the Assistant Superintendent and Instructional Directors. Once received the results of this instrument for Lincoln High School will be filed with the Executive Director of Secondary Education by the close of the 1982-83 school year.

RESPONSE:

The Lincoln High School principal, working with the department chairs, have evaluated the Needs Assessment report administered to Lincoln High School students and submitted an organized plan of action with recommended changes. The report is on file in the principal's office and with the Executive Director of Secondary Education by the close of the 1982-83 school year.

Goal 4

The Lincoln High School principal, working with the Executive Director of Secondary Education will implement the 9-12 district program for Lincoln High School, as documented by plans on file with the Executive Director of Secondary Education by April 1, 1983.

RESPONSE:

The Lincoln High School principal, working with the Executive Director of Secondary Education, has completed plans for the implementation for the 9-12 district program for Lincoln High School, as documented by plans on file in the principal's office and with the Executive Director of Secondary Education by April 1, 1983.

Goal 5

The Lincoln High School principal shall work with the Executive Director of Secondary Education to utilize the plan developed by the Executive Director of Secondary Education and the Director of Curriculum for the new delivery system for vocational/technical education and the transitional schools, as documented by plans on file with the Executive Director of Secondary Education by April 1, 1983.

RESPONSE:

The Lincoln High School principal, working with the Executive Director of Secondary Education and the Director of Curriculum, have completed plans for the new delivery system for vocational-technical education and the transitional schools, as documented by plans on file with the Executive Director of Secondary Education by April 1, 1983.

North High School
501 Holcomb Avenue
Des Moines, IA 50313

Rolland E. Brownell
Principal
288-9771

The following building objectives are related to district goals:

Goal 1

The North High School principal, with the assistance of the Executive Director of Secondary Education, will develop a five year plan proposing the future direction of the instructional, guidance and other support programs, as documented by the written plans on file with the principal by May 31, 1983.

RESPONSE:

During the 1982-83 school year, the principal attended 22 work sessions with the Council of Principals in developing the plans for the Central Campus and the senior high curriculum. Minutes of these meetings, along with the minutes of the Central Campus Advisory Council are on file in the principal's office.

Goal 2

The North High School principal will develop plans to improve the level of understanding and support by the public, and more especially the students of North and their parents, regarding the merging of the activity programs between North and Tech High Schools during the next four years, as documented by descriptions of the plans on file with the principal by October 1, 1982.

RESPONSE:

This goal was accomplished through parent booster groups, the Building Advisory Council, the Pep Club, coaches and members of the athletic teams. The student newspaper, the Highland Park News, The Des Moines Register, and newsletters to the parents were employed to publicize the merger. Head coaches spoke at Highland Park service clubs.

Goal 3

During the 1982-83 school year, the North High School principal will prepare the North High staff to implement the curriculum assessment instruments and monitoring systems to determine student achievement and effective use of staff and student time, as developed by the Assistant Superintendent for Instruction. Documentation of these activities will be on file in the principal's office by June 1, 1983.

RESPONSE:

The North High School staff is prepared to implement the curriculum assessment instruments and monitoring systems that are being developed by the Assistant Superintendent for Instruction.

Goal 4

The North High School principal will provide adequate support to the North High activity staff, with staff development programs, to implement a combined activity program for Tech and North, beginning in the fall of 1982, and to the academic staff to implement the revised senior high curriculum. A description of these activities will be on file in the office of the principal by January 1, 1983.

RESPONSE:

A meeting was held with all coaches to establish philosophy, policies and procedures of the activity program. Follow-up meetings with small and large groups continued throughout the year regarding dual practice sites, transportation, locker facilities, pep assemblies, etc. Student support was excellent.

Goal 5

The North High School principal will implement the new delivery system for vocational/technical education, at North High School, as developed by the Executive Director of Secondary Education. Written plans for the implementation will be on file in the principal's office by April 1, 1983.

RESPONSE:

Student schedules are completed for the fall of 1984 which include vocational/technical orientation courses at North High School in business education, industrial education and computer programming. Approximately 20 North High School students are enrolled in core area courses at the Central Campus.

Roosevelt High School
4419 Center Street
Des Moines, IA 50312

Dr. Gerald Conley
Principal
277-6381

The following building objectives are related to district goals:

Goal 1

- A. The Roosevelt High School principal, in cooperation with the Executive Director of Secondary Education, shall develop a five year plan outlining the proposed future direction of the instructional, guidance and other support programs at Roosevelt High School, as documented by a copy of the written plans on file in the Office of the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

The various academic areas have been asked to develop a five year plan for their discipline. They have been asked to look at school enrollment for the next five years; courses that should be phased out, new courses that need to be added; reorganization of support services, student achievement; additional services to students; reorganization of staff. This information will be used to develop a five-year plan for Roosevelt.

Goal 2

- A. The Roosevelt High School principal, with the assistance of the staff, shall develop four activities, other than those presently employed, to improve the level of understanding and support by the public, as documented by written descriptions of those activities on file in the Office of the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

1) Roosevelt participated in the "Salute to Public Education" program at the malls and also expanded the program of the Arts Fair for this year. A larger segment of the school participated and we have expanded community interest. 2) The Northwest Kiwanis Club was invited to hold one of their weekly meetings at Roosevelt during the year. It was considered to be a big success by the group. 3) We conducted a series of library seminars around a number of topics that were of interest to the students. The peace week seminar was widely publicized because of former Vice President Mondale's participation. 4) We did not get our fourth activity going.

Goal 3

- A. The Roosevelt High School principal, during the 1982-83 school year, shall acquaint the staff with and employ any curriculum assessment instruments and monitoring systems developed by the Instructional Division to determine student achievement and effective use of staff and student time, as documented by a written description of those activities on file in the principal's office.

RESPONSE:

Roosevelt High School used the results of the Iowa Tests of Educational Development and the criterion-referenced tests to determine student achievement. We studied the areas of deficiency as a department to see if we could not improve in those areas.

- B. The Roosevelt High School principal, with the assistance of the staff, shall make more effective use of student time on task by self-scheduling students at a time other than during the student school year, as evidenced by a copy of the calendar for those dates being on file in the Office of the Executive Director of Secondary Education by July 1, 1982.

RESPONSE:

Roosevelt used the last day of preservice time and the last day of the first semester for students to self-schedule. This increased the student year by two days and made it equivalent to the other high schools.

- C. The Roosevelt High School principal, with the assistance of the staff, shall develop a course outline with a listing of objectives and a timeline for each course offered at Roosevelt, as evidenced by a written copy of that outline on file in the principal's office by May 31, 1983.

RESPONSE:

Each classroom teacher developed a course outline for each class they taught and turned it in to the principal at the conclusion of the school year. It included course objectives and time lines.

Goal 4

- A. During the 1982-83 school year, the Roosevelt High School principal and the staff, shall avail themselves of all supervisory and inservice support provided by the Instructional Division to implement the K-5, 6-8 and 9-12 program, as documented by a written description of activities on file in the principal's office.

RESPONSE:

The Roosevelt staff was inserviced on the Central Campus program during staff meetings.

Goal 5

- A. The Roosevelt High School principal, with the assistance of the staff, shall aid in the development of plans for the new delivery system for vocational/technical education and the transitional school, as documented by a written list of those efforts on file in the principal's office by January 31, 1983.

RESPONSE:

A number of staff members participated in the development of plans for the new delivery system for vocational/technical education. They include: Council of Principal's, Central Campus Advisory Committee and various academic and technical areas.

Des Moines Technical High School
1800 Grand Avenue
Des Moines, IA 50307

Dr. Paul D. Devin
Principal
284-7846

The following building objectives are related to district goals:

Goal 1

The principal, with the assistance of the Executive Director of Secondary Education, the Director of Curriculum and the Director of Special Education, will develop a five year plan proposing the future direction of the instructional, guidance and other support programs, as documented by the written plans on file with the Executive Director of Secondary Education by May 31, 1983.

RESPONSE:

A five year plan for phasing in the Central Campus program has been developed and is on file in the Office of the Executive Director of Secondary Education.

Goal 2

The principal will direct and assist selected staff in developing a series of strategies for presentations to parent groups, elementary schools and community groups in cooperation with the Department of Public Information which will focus on the need for vocational-technical education. Plans for activities will be on file in the principal's office by June 1, 1983.

RESPONSE:

A list of the presentations given to high schools, middle schools, elementary schools, community groups, parents and other district staff is on file in the Office of the Executive Director of Secondary Education. Presentations to the school board, all high school staffs and middle school staffs were completed.

Goal 3

With the assistance of the Director of Curriculum, the principal will complete the development of measurable educational objectives for all appropriate programs by July, 1984, as documented by the lists of objectives for each program on file in the director's office.

RESPONSE:

A plan to connect all vocational-technical areas to the competency based format during the next three years has been developed and is on file in the principal's office. Implementation of this plan will begin in the following areas in the fall of 1983: industrial electricity, practical nursing, welding, vocational foods, computer programming and carpentry.

Goal 4

During the 1982-83 school year, with the assistance of the Instructional Division, the principal will provide adequate supervisory and inservice support to implement a 9-12 program, as documented by a description of activities conducted on file in the Office of the Executive Director of Secondary Education.

RESPONSE:

A wide variety of activities have been conducted during the 1982-83 school year to assist the staff in planning and implementing the Central Campus. Inservice agendas and evaluations are on file in the principal's office. Inservice has focused on competency based curriculum development and procedures and processes for implementing Central Campus.

Goal 5

The principal, with the assistance of the Executive Director of Secondary Education, shall develop detailed plans for the new delivery system for vocational/technical education, as documented by the written plans on file with the Executive Director of Secondary Education by January 31, 1983.

RESPONSE:

A Tech administrator was assigned halftime to the Office of Secondary Education to assist in the development of the detailed plans for implementing Central Campus. The November 17 report and the May 17 report were coordinated by this individual under the direction of the Executive Director of Secondary Education and the Council of High School Principals.

OPERATING FUND - Statement of Operations - Year Ended June 30, 1993 - Des Moines
Independent Community School District

	<u>Annual Budget 1982-83</u>	<u>Actual</u>	<u>Actual Over (Under) Budget</u>	<u>Percent Actual to Budget</u>
<u>REVENUE:</u>				
State				
Property taxes	\$36,952,503	\$36,952,503	--	100.0%
State Aid	<u>41,139,379</u>	<u>40,476,288</u>	<u>\$ (663,091)</u>	<u>98.6%</u>
Total State Foundation Aid	<u>\$78,091,882</u>	<u>\$77,428,791</u>	<u>\$ (663,091)</u>	<u>99.2%</u>
Local property taxes - other	746,559	746,559	--	100.0%
Special projects - outside funding	5,209,587	4,853,777	(355,810)	93.2%
AEA - support services	3,456,679	3,490,012	33,333	101.0%
Miscellaneous income	<u>3,345,293</u>	<u>4,887,787</u>	<u>1,542,494</u>	<u>146.1%</u>
Total Revenue	<u>\$90,850,000</u>	<u>\$91,406,926</u>	<u>\$ 556,926</u>	<u>100.6%</u>
<u>EXPENDITURES:</u>				
Instruction:				
General education	\$36,538,637	\$37,613,510	\$1,074,873	102.9%
Career education	4,781,085	4,808,615	27,530	100.6%
Special education	9,777,707	9,812,669	34,962	100.4%
Curricular activities	377,054	410,179	33,125	108.8%
Continuing adult ed.	959,730	973,312	13,582	101.4%
Summer education	106,077	112,072	5,995	105.7%
Special projects	<u>5,458,563</u>	<u>4,982,523</u>	<u>(476,040)</u>	<u>91.3%</u>
Total instruction	<u>\$57,998,853</u>	<u>\$58,712,880</u>	<u>\$ 714,027</u>	<u>101.2%</u>
Support Services:				
Student services	\$ 7,723,282	\$ 7,302,275	\$ (421,007)	94.5%
Instructional support services	3,356,706	3,238,681	(118,025)	96.5%
General administration	7,549,410	7,746,428	197,018	102.6%
Central support service	<u>13,871,749</u>	<u>13,272,949</u>	<u>(598,800)</u>	<u>95.7%</u>
Total support services	<u>\$32,501,147</u>	<u>\$31,560,333</u>	<u>\$ (940,814)</u>	<u>97.1%</u>
Total Expenditures	<u>\$90,500,000</u>	<u>\$90,273,213</u>	<u>\$ (226,787)</u>	<u>99.7%</u>
Revenue over expenditures		\$ 1,133,713		
Fund Balance - June 30, 1982		<u>4,785,968</u>		
Fund Balance - June 30, 1983		<u>\$ 5,919,661</u>		

OPERATING FUND - Statement of Expenditures by Object Classification - Year Ended
June 30, 1983 - Des Moines Independent Community School District

<u>Object Classification</u>	<u>Annual Budget 1982-83</u>	<u>Actual</u>	<u>Actual Over (Under) Budget</u>	<u>Percent Actual to Budget</u>
Salaries	\$65,463,673	\$64,819,873	\$ (643,800)	99.0%
Employee benefits	14,666,354	15,716,121	1,049,767	107.2%
Total personnel cost	\$80,130,027	\$80,535,994	\$ 405,967	100.5%
Purchased services	6,317,554	5,840,182	(477,372)	92.4%
Supplies and materials	3,057,372	2,846,045	(211,327)	93.1%
Capital outlay	790,278	878,828	88,550	111.2%
Miscellaneous	204,769	172,164	(32,605)	84.1%
Total disbursements	<u>\$90,500,000</u>	<u>\$90,273,213</u>	<u>\$ (226,787)</u>	<u>99.7%</u>

STUDENT ENROLLMENT REPORT

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>
Kindergarten	2,490	2,456	2,573
Grades 1-6	15,066	14,450	13,897
Junior High Schools	5,765	5,789	5,839
Senior High Schools	9,487	9,155	8,801
Special Schools	327	580	512
Shared Time	26	21	19
TOTAL	33,161	32,451	31,641